

THE

192

REGISTER AND CATALOGUE

OF THE

UNIVERSITY OF NEBRASKA

LINCOLN, NEBRASKA.

SECOND SESSION, 1872-*b*

LINCOLN, NEB.:

THE STATESMAN BOOK AND JOB PRINT.

1873.

Learning and Labor.

LIBRARY
OF THE
University of Illinois.

CLASS.

BOOK.

VOLUME.

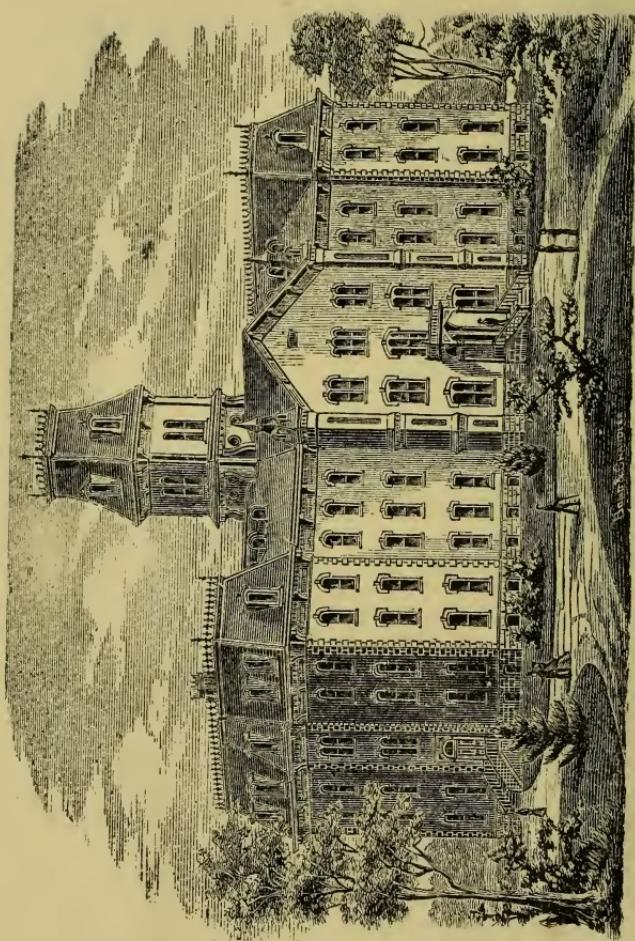
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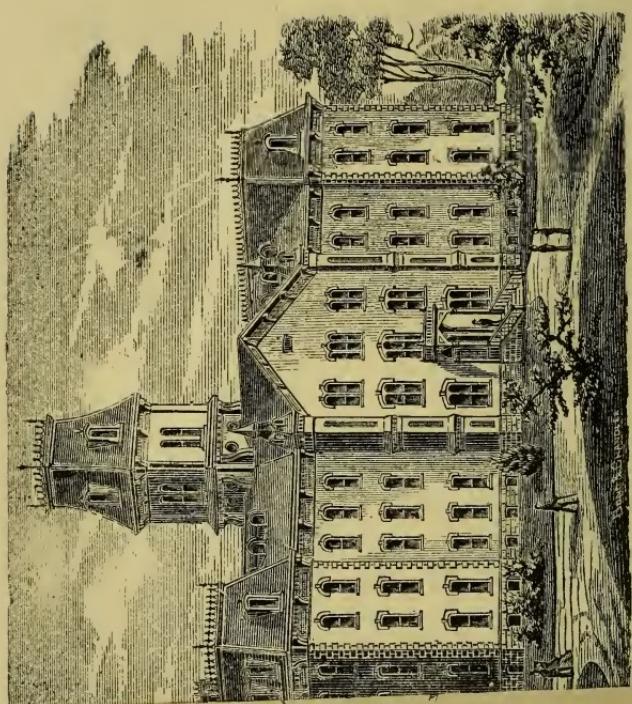
THE
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OF THE

UNIVERSITY OF NEBRASKA

LINCOLN, NEBRASKA.

Compliments of
A. R. Benton,
Chancellor.



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1873

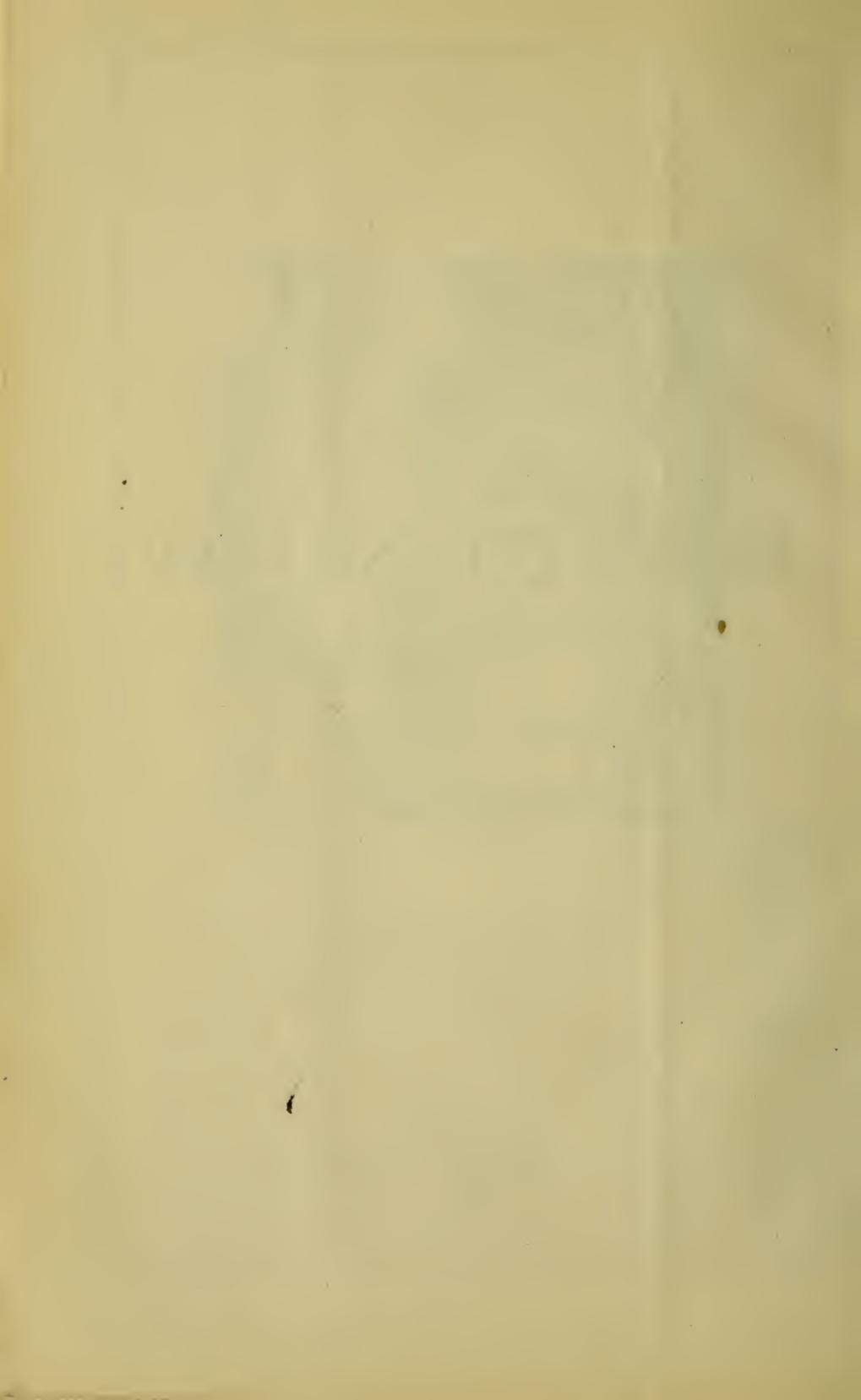
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ORGANIZATION OF THE UNIVERSITY.

By an act of Congress, approved April 19, 1864, in words as follows: That seventy sections of land (44,800 acres) shall be set apart and reserved for the use and support of a State University, and to be appropriated and applied as the Legislature may prescribe, for the purpose named, and for no other purpose; and by virtue of an Act of the Legislature, approved February 15, 1869, accepting the donation of 90,000 acres of land granted by Congress of the United States to the State of Nebraska, for the purpose of endowing a College for the "benefit of Agriculture and the Mechanic Arts," the State became entitled to the aforesaid land, to be used in establishing and supporting a State University and Agricultural College.

By an act of the Legislature, approved February 15, 1869, the Regents were authorized to establish a University, consisting of six departments or colleges.

1. A College of Ancient and Modern Languages, Mathematics and Natural Science.
2. A College of Agriculture.
3. A College of Law.
4. A College of Medicine.
5. A College of Practical Science, Mechanics and Civil Engineering.
6. A College of Fine Arts.

In conformity to this law, the Regents, February 7, 1871, resolved to open the first department of the University in the fall, and on the 4th of April they selected a corps of competent and experienced professors, and fixed the time of opening, Thursday, September 7, 1871.

In order to increase the usefulness of the University, and to provide instruction by a tutor, a Latin School was organized, in which students not fully qualified for the college classes may receive instruction. This school will be discontinued as soon as practicable.

BOARD OF REGENTS.

MEMBERS EX-OFFICIO.

HON. ROBERT W. FURNAS, - - - Governor.
HON. J. M. MCKENZIE - Sup't Public Instruction.
ALLEN R. BENTON, A. M., LL. D., - Chancellor.

MEMBERS ELECTED.

HON. WILLIAM ADAIR, - - - - Dakota.
HON. URIAH BRUNER, - - - - West Point.
COL. C. S. CHASE, - - - - Omaha.
REV. D. R. DUNGAN, - - - - Lincoln.
F. H. LONGLEY, M. D., - - - North Platte.
HON. D. J. McCANN, - - - Nebraska City.
REV. J. B. MAXFIELD, - - - Beatrice.
HON. WILLIAM D. SCOTT, - - - Falls City.
COL. JAMES W. SAVAGE, - - - Omaha.

OFFICERS OF THE BOARD.

GOVERNOR ROBERT W. FURNAS, - - President.
JOHN L. McCONNELL, - - - - Treasurer.
REV. H. T. DAVIS, - - - - Secretary.

UNIVERSITY FACULTY.

ALLEN R. BENTON, A. M., LL. D.,

Chancellor, and Professor of Intellectual and Moral Science.

S. H. MANLY, A. M.,

Professor of Ancient Languages and Literature

H. E. HITCHCOCK, A. M.,

Professor of Mathematics.

O. C. DAKE, A. M.,

Professor of Rhetoric and English Literature.

SAMUEL AUGHEY, A. M.,

Professor of Chemistry and Natural Sciences.

GEORGE E. CHURCH, A. M.,

Principal of the Latin School.

THE UNIVERSITY AND THE STATE.

The University of Nebraska is constituted by law a part of the educational system of the State. It owes its existence to the same authority which has given to the State its system of Common Schools, and its interests have been lodged in the hands of a Board of Regents, elected by the Legislature.

It was, no doubt, the intention of those accepting the various grants of land made by the United States, to make the University the crowning work of the school system of the State—that it should sustain a close and vital relation to the High Schools and the Common Schools, which may be by law established.

With wise forecast it aims to secure to all the members of the commonwealth, who may avail themselves of its generous provisions, an opportunity for the most liberal culture in literature, science and the arts, and in such technical courses as shall from time to time be established. These advantages are afforded to all citizens of the commonwealth free of charge for tuition, without regard to sex or race, on condition of possessing the intellectual and moral qualifications requisite for admission.

Students from other States are required to pay a moderate fee per term, but in all other respects they have equal privileges and advantages in the University.

With this liberal provision for the educational needs of citizens, and extending a cordial hospitality to those from other States, the University has entered upon the work for which it was founded.

UNIVERSITY DEPARTMENTS.

By the act of the Legislature constituting the University, provision is made for establishing six Departments or Colleges.

Already two Departments have been organized; first, that of Literature, Science and Art; second, that of Agriculture. In the first there are four courses of study of four years each; and in the second there are two courses, one of four years, and a course of one year. In the College of Literature, Science and Art, the courses are the Classical, the Scientific, the Latin Scientific, and the Greek Scientific.

Students who do not design to complete either of these courses will be admitted to the University, provided they are prepared to pursue the studies of the University classes.

DEPARTMENT OF LITERATURE, SCIENCE AND ART.

ADMISSION.

Applicants for admission to the Latin School should be at least fourteen years of age; must be of good character, and must pass satisfactory examinations in reading, spelling, practical arithmetic, descriptive geography, and English grammar to analysis.

I.

CLASSICAL COURSE.

Candidates for admission to the Freshman Class in the Classical Course should be at least sixteen years of age, and must give satisfactory evidence of good moral charac-

ter. The requirements for admission to this class will be the studies of the Latin School, or their equivalent.

II.

THE LATIN OR GREEK SCIENTIFIC COURSE.

In the Latin and Scientific course candidates will be examined in all the studies required for the Classical Course, except Greek. The Latin read is the same as in the Classical Course, and in place of Greek, twelve terms' study is required in German and French.

In the Greek and Scientific Course, such as wish to substitute the Greek of the Regular Classical Course for the Latin are permitted to do so.

III.

THE SCIENTIFIC COURSE.

The requirements for admission to the Freshman Class, in the Scientific Course, are the studies of the Latin School (except Latin and Greek.) The higher algebra and German begun belong to the Freshman year of this course.

It is greatly desired, however, by the Faculty, that students in this course take the amount of Latin prescribed in the Latin School, as a preparation for their English studies.

IV.

SELECTED STUDIES.

Special students will be admitted to the various University courses of study, selecting such studies as they may prefer, with the advice and under the direction of the Faculty. Such students will be classified as University students.

For proficiency in any department, a certificate may be given by the Professor; but no degree will be conferred except on completion of one of the prescribed courses.

V.**FORM OF APPLICATION.**

A blank form, accompanied by a notice of the mode of procedure, is furnished to each student; this must be properly filled, and after examination must be returned to the Chancellor, who will give to such as pass examination a card of admission to the classes of the University.

DEGREES.

(1.) The degree of Bachelor of Arts is conferred on students who complete the Classical Course and pass the examination in the same.

(2.) The degree of Bachelor of Philosophy is conferred on students who complete either the Latin and Scientific, or the Greek and Scientific Course, and pass the examination in the same.

(3.) The degree of Bachelor of Science is conferred on students who complete the Scientific Course, and pass the examination in the same.

(4.) The degree of Master of Arts, or Master of Science, is conferred respectively on Bachelors of Arts or of Science, who shall pursue a post-graduate course of study for one year under the direction of the Faculty, or upon graduates of three years' standing who shall have been engaged during that time in literary, scientific or professional studies.

(5.) Honorary degrees will be conferred on such persons as, in addition to fair scholarship, have attained eminence in literature, science or professional life.

LIBRARY.

The Library of the University is composed of books selected with care to meet the wants of students. Almost every department of literature is represented in the selections already made. It is required by law that an annual appropriation be made by the Board to increase

the number of books in the Library. There is also attached to the Library a well arranged reading room, supplied with newspapers and the leading magazines of the day. The Library is open to all students free of charge.

APPARATUS.

The University is supplied with extensive and entirely new Apparatus in both the departments of Chemistry and Physics. It is the aim of the University to illustrate every important principle in Physics by suitable apparatus; in the Chemical Laboratory there is ample provision made for illustrative experiments, and for instruction in Practical and Analytical Chemistry. The conveniences and completeness of the Laboratory are equal to any in the country. Each student is furnished with a given amount of chemicals free of charge; beyond that he is required to pay the cost of the material used. Considerable additions have been made to the conveniences and material of the Laboratory during the past year.

CABINET AND MUSEUM.

A spacious room has been set apart for the use of the Cabinet and Museum, and already between seven and eight thousand choice specimens have been secured. It is the purpose of the Board to place in the Cabinet a superior collection of marine shells.

A contribution of models from the Patent Office has been placed in the Museum, and also interesting relics from the state.

Friends of the University can greatly assist us in making additions rapidly to our Cabinet and Museum by forwarding to us choice specimens of rocks, or relics found in various parts of the State.

During the year the University has received valuable donations to the Mineralogical Cabinet from Hon. Stephen F. Nuckolls, of Salt Lake City.

COURSE OF STUDY DESCRIBED.

I.

INTELLECTUAL AND MORAL PHILOSOPHY.

A. R. BENTON, A. M., Chancellor.

The classes in Intellectual and Moral Philosophy will be taught the first and second terms of the Senior year. In addition to the text books used, a Course of Lectures will be given on the History of Philosophy, and essays and discussions will be required of the class on the subjects treated.

Haven's text books are used.

Books of reference in the Library are: Reid's Works, Stewart's, Hamilton's, Cousin's, and Lewes'.

II.

GREEK LANGUAGE AND LITERATURE.

Prof. S. H. MANLY, A. M.

Instruction in Greek extends through a period of four years.

Second Latin School Year—Harkness' First Book, two terms; Xenophon's Anabasis, one term.

Freshman Year—Xenophon's Anabasis (Boise) continued, one term; Herodotus, two terms; Homer's Iliad (Boise.)

Sophomore Year—Homer's Iliad, continued; Memorabilia (Robbins); Thucydides (Owen.)

Junior Year—Plato's *Gorgias* (Woolsey), one term; *Prometheus* (Woolsey), one term.

Recitations in Goodwin's and Hadley's Grammars will be required throughout the entire course, and two years in Arnold's Prose Composition, beginning with the Freshman year.

Books of Reference: Buttman's Greek Grammar, Anthon's Classical Dictionary, Smith's Dictionaries, Donaldson's New *Cratylus*, Bopp's Comparative Grammar, Grotes' History of Greece, Fiske's Manual of Antiquities; Liddell and Scott's Lexicon.

Students can have access to all these books in the Library of the University.

A complete set of Guyot's Classical Maps is supplied by the University, to which the student always has access.

Lectures will be occasionally given on the authors read, on Grecian Mythology and Literature, and on the Greek Drama.

III.

LATIN LANGUAGE AND LITERATURE.

Prof. S. H. MANLY, A. M.

The study of Latin extends through a period of four years. The following books are used:

First Year: Allen and Greenough's Latin Grammar, and Leighton's Latin Lessons and Reader.

Second Year: Cicero's Orations, one term, and Virgil's *Eneid*, two terms.

Freshman Year: Cicero de Amicitia, Livy (Lincoln.)

Sophomore Year: Horace's Odes (Anthon), Horace's Epistles.

Junior Year: Tacitus (Tyler.)

Senior Year: Quintilian (Frieze.)

Recitations will be required in Allen and Greenough's

Latin Grammar during the whole course, and two years in Arnold's Prose Composition, commencing with the second Latin School year.

Students intending to enter the Freshman Year will be expected to pass an examination in thirty lessons of Arnold's Prose Composition.

Pronunciation of vowels and diphthongs according to the so-called Continental method is preferred.

Books of reference: Andrews' Latin Lexicon, Zumpt's Latin Grammar, Madvig's Latin Grammar, Smith's Dictionaries, Varroianus, Mommsen's History of Rome.

These, with other books equally valuable to the student, can be found in the Library of the University.

Occasional lectures will be given on the authors read, and on Roman History and Literature. Toward the latter part of the course some lectures will be given on Comparative Philology, and Greek and Roman Philosophy.

IV.

ENGLISH LITERATURE AND RHETORIC.

Prof. O. C. DAKE, A. M.

This department embraces Structural Analysis, English in its various stages, Rhetoric, Logic, Aesthetics and Literature. Instruction is imparted by the use of text books and by class-room lectures.

Apart from the work indicated by the regular course of study, the following schedule is part of the ordinary method:

Freshman and Sophomore Years: Four original essays, with declamation, each term.

Junior Year, First Term: Three Themes and declamation. *Second Term:* Readings from English Classics, and declamation. *Third Term:* Three Themes and declamation.

Senior Year, First Term: Readings from English Classics. Second Term: Two original orations, one of which shall be pronounced before the Faculty and Students, in the Chapel of the University.

The University Library abounds in valuable books of reference, to which the student has access. Among these may be mentioned the poets and dramatists, Marsh's Lectures, Muller's Lectures, Trench's works on English, Alford and Moon on English, Carson and Latham, Chambers' Cyclopedias of Literature, Hamilton's Logic and Metaphysics, J. S. Mills' works, Mansel's Limits of Thought, Taine's Lectures, Campbell's Philosophy of Rhetoric, Coleridge's Works, etc., etc.

V.

MATHEMATICS.

Prof. H. E. HITCHCOCK, A. M.

The course in this department is extensive and thorough. To secure the best mental culture and develop the power of investigation will be the leading aim of the instruction. To this end the student will be required throughout the course constantly to apply the principles already acquired to the original solution and demonstration of general problems and theories.

The study of General Geometry and the Calculus is made optional, from the conviction that those students who, through lack of taste or ability, are not likely to gain a clear understanding of the principles of those subjects, will derive more benefit from other studies than from the memorizing of their rules and formulæ. The course of study is as follows:

Freshman Year: Elementary Geometry, two terms; Higher Algebra, one term.

Sophomore Year: Trigonometry and Surveying, one term; General Geometry and Calculus, two terms.

Junior Year: Applied Mathematics, Physics, two terms; Astronomy, one term.

The College Library contains books of reference upon the subjects belonging to this course, to which the students have daily access.

The University is well supplied with apparatus for the illustration of most of the subjects in Natural Philosophy.

VI.

CHEMISTRY AND NATURAL SCIENCES.

Prof. SAMUEL AUGHEY, A. M.

The object of this department is not merely to teach the facts of Nature, but the laws and principles that condition the phenomena of the material universe.

A chemical lecture room, laboratory, and a large cabinet are provided, so that every principle or fact may be fully illustrated.

Students in Analytical Chemistry are supplied with everything necessary to work out practically all the chemical problems that usually present themselves in this study.

Instruction is given by text books, lectures and illustrations in the laboratory.

BOTANY, ZOOLOGY AND GEOLOGY.

In Botany, Gray's text books are used, accompanied by full instructions from specimen plants, and with excursions into the prairies and woods in order to observe the habits of the flora of this region.

In Zoology, Agassiz's text books are used, accompanied with lectures on Classification and on Comparative Anatomy.

In Geology, instruction will be given chiefly by lectures and illustrations from specimens in the cabinet, and by field work. The text book is Dana's Manual of Geology.

In the department of Natural Sciences, the Library contains many valuable books of reference which are accessible to the student.

VII.

THE GERMAN LANGUAGE.

This modern language is of such importance in science and letters that it properly claims a prominent place in a course of liberal education.

It is therefore made a part of the University curriculum. The classical students are permitted to choose between German and French, as provision is made for them in this course during the whole of the Junior and Senior years. In the Latin and Greek Scientific Course students are required to study German eight terms.

After the first year, German is employed in the classroom as the medium of instruction. The following text books are used:

First Year: Comfort's Course in German, Evans' Otto's German Reader.

Second Year: Whitney's Grammar, Schiller's Maid of Orleans, Goethe's Iphigenia, Lessing's Nathan the Wise.

Third Year: Lessing's Laocoön, and selections from the German critics and philosophers.

In the classical course German is begun in the Junior, and in the scientific in the Freshman Year.

For the present, Professors Aughey and Church will give instruction in German.

VIII.

THE FRENCH LANGUAGE.

Since French is the language of diplomacy, of tourists, and of foreign courts, it is unnecessary to urge its

practical importance. But it has another side: It is as remarkable for its capabilities in the finish of style as French taste is in matters of fashion and in objects of vertu. The French mind is singularly perspicuous and elegant. Its conceptions are clear and its statements unmistakable. It has produced a literature that, in criticism, is unrivaled, and in lyric poetry, romance, historical narrative, and scientific exposition, is necessary to all who aim at thorough and extensive scholarship.

It is proposed to make the student master of idiomatic construction. The course adopted is that of Fasquelle, whose method and its auxiliaries are believed to be unsurpassed, if not unequaled.

Prof. Dake will instruct the classes temporarily in this department.

IX.

LATIN SCHOOL.

GEORGE E. CHURCH, A. M., Principal.

Students will be admitted to the school at any time on passing the required examination, but it is greatly preferred that they present themselves for examination at the beginning of the year, or at least on the first day of each term. Unless for special reasons, students will be required to select one of the courses of study prescribed; but such as can pass examination in any study of this grade will be allowed to take another in its place.

The preparation for either the Classical or the Latin Scientific Course will require two years; for either the Greek Scientific or the Scientific Course, students, who have already obtained a good knowledge of the common branches of study, can prepare in one year.

In the Latin Scientific Course, German and French take the place of Greek; in the Greek Scientific, they take

the place of Latin. The following are the text books used in the Latin School:

Allen and Greenough's Latin Grammar, Leighton's Lessons and Reader, Chase and Stuart's Latin Classics, Cæsar, Cicero, and Virgil; Goodwin's Greek Grammar, Harkness' Greek Introduction, Comfort's German course, Evans' Otto's German Reader, Harvey's English Analysis, Anderson's U. S. History, Wilson's Outlines of History, Liddell's Rome, Stoddard's Complete Arithmetic, Olney's Algebra, Quackenbos' Composition.

COURSE OF STUDY.

LATIN SCHOOL.

FIRST YEAR.

Classical.

Scientific.

FIRST TERM.

- | | |
|---|---|
| 1. Latin Grammar.
2. English Composition.
3. Higher Arithmetic. | 1. Algebra.
2. English Composition.
3. Higher Arithmetic. |
|---|---|

SECOND TERM.

- | | |
|--|--|
| 1. Latin Gram'r and Lessons
2. Higher Arithmetic.
3. United State's History. | 1. Algebra.
2. Higher Arithmetic.
3. United State's History. |
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THIRD TERM.

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|---|--|
| 1. Caesar.
2. English Analysis.
3. Ancient History. | 1. Higher Arithmetic.
2. English Analysis.
3. Ancient History. |
|---|--|

SECOND YEAR.

First Term—1. Cicero's Orations.

2. Greek Introduction.
3. Algebra.

Second Term—1. Virgil.

2. Greek Introduction.
3. Algebra.

Third Term—1. Virgil.

2. Anabasis.
3. Roman History.

CLASSICAL COURSE.

FRESHMAN.

- First Term*—1. Greek—Anabasis, Greek Composition.
 2. Latin—Cicero's De Amicitia, Composition.
 3. Mathematics—Geometry.
- Second Term*—1. Greek—Herodotus.
 2. Latin—Livy, Latin Composition.
 3. Mathematics—Geometry.
- Third Term*—1. Greek—Homer's Iliad, Composition.
 2. Science—Botany.
 3. Mathematics—Higher Algebra.

SOPHOMORE.

- First Term*—1. Greek—Homer's Iliad.
 2. Science—Chemistry, Inorganic.
 3. Mathematics—Trigonometry and Surveying.
- Second Term*—1. Greek—Memorabilia, Composition.
 2. Latin—Horace's Odes.
 3. Mathematics—Analytical Geometry, or History.
- Third Term*—1. Greek—Thucydides.
 2. Latin—Horace, Satires and Epistles.
 3. Mathematics—Calculus or Physiology.

JUNIOR.

- First Term*—1. Latin—Tacitus.
 2. Science—Physics.
 3. English—Logic.
- Elective. 4. French or German.
- Second Term*—1. Greek—Plato, Gorgias.
 2. Science—Physics.
 3. Modern Language—French or German.
- Third Term*—1. Science—Astronomy.
 2. English—Rhetoric.
 3. Greek—Prometheus Vinctus.
- Elective. 4. French or German.

SENIOR.

- First Term*—1. {Philosophy—Psychology and History
 of Philosophy.
 2. Science—Zoology.
 3. {Philosophy—Political Economy or
 International Law.
- Elective. 4. French or German, or Butler's Analogy.
- Second Term*—1. Philosophy—Ethics.
 2. History—History of Civilization.
 3. Latin—Quintilian.
 4. Science—Meteorology.
- Third Term*—1. Constitutional Law.
 2. Aesthetics—Criticism.
 3. Science—Geology.

SCIENTIFIC COURSE.

FRESHMAN.

- First Term*—1. Modern Language—German.
 2. History—Modern History.
 3. Mathematics—Geometry.
- Second Term*—1. Modern Language—German.
 2. { English—Mulligan's Structure of
 English Language.
 3. Mathematics—Geometry.
- Third Term*—1. Modern Language—German.
 2. Science—Botany.
 3. Mathematics—Higher Algebra.

SOPHOMORE.

- First Term*—1. Modern Language—German.
 2. Science—Chemistry, Inorganic.
 3. Mathematics—Trigonometry and Surveying.
- Second Term*—1. Modern Language—German.
 2. Science—Chemistry, Organic.
 3. Mathematics—Analytical Geometry.
- Third Term*—1. Modern Language—German.
 2. Mathematics—Calculus or Chemistry.
 3. Science—Physiology.

JUNIOR.

- First Term*—1. Modern Language—French.
 2. Science—Physics.
 3. English—Logic.
- Second Term*—1. English—English Literature.
 2. Science—Physics.
 3. Modern Language—French.
- Third Term*—1. Science—Astronomy.
 2. English—Rhetoric.
 3. Modern Language—French.

SENIOR.

- First Term*—1. { Philosophy—Psychology and History
 of Philosophy.
 2. Science—Zoology.
 3. { Ethics—Political Economy or
 International Law.
 4. { Physical Geography, French, German
 or Butler's Analogy.
- Second Term*—1. Philosophy—Moral Philosophy.
 2. History—History of Civilization.
 3. { Science—Meteorology, Lectures on
 Comparative Anatomy.
- Elective.* 4. German, French or Com. Phys. Geography.
- Third Term*—1. Constitutional Law.
 2. Esthetics—Criticism.
 3. Science—Geology.

CATALOGUE OF STUDENTS.

SENIORS.

J. Stuart Dales.....	East Rochester, Ohio.
William H. Snell.....	Lincoln.

JUNIORS.

Uriah H. Malick.....	Camden.
Wallace M. Stevenson	Nebraska City.

SOPHOMORES.

Geo. E. Howard.....	Fairbury.
Frank Hurd	Tecumseh.
Christian H. Hohman.....	Lincoln.
H. Kanaga Metcalf.....	Lincoln.
Mary W. Sessions	Lincoln.

FRESHMEN.

George R. Brock	Davenport, Iowa.
Milton Easterday.....	Tecumseh.
Leander R. Eckhart.....	Dakota.
William Hunter.....	Lincoln.
John T. E. McKesson	Lincoln.
William H. Needham.....	Lincoln.
Clarence W. Roads.....	Lincoln.
William H. Sheldon	Percival, Iowa.
Delos T. Smith	Salem.
George W. A. N. Watson.....	Lincoln City.
Sarah C. W. Funke	Lincoln.
Alice M. Frost	Lincoln.
Rosine Hubner.....	Columbus, Ohio.
Marion Ida Hooker.....	Camden.
Maggie Lamb	Lincoln.
Kate Monell.....	Lincoln.
Mary L. Ruby	Lincoln.

UNIVERSITY STUDENTS.

Newton C. Abbott.....	Albion, N. Y.
Charles C. Brace.....	Aurora, Ill.
William Dilworth.....	Lincoln.
Charles S. Harris.....	Lincoln.
Addison Lashley.....	Lincoln.
John McLean.....	Lancaster County.
George McClintic.....	Lincoln.
Willis L. Sweet.....	Lincoln.
Mollie E. Baird.....	Lincoln.
Grace E. Benton.....	Lincoln.
Fannie S. Culbertson.....	Helena, M. T.
Alice Dunham.....	Saltillo.
Ella Dunham.....	Saltillo.
Maggie Lewis.....	Nebraska City.
Fannie Metcalf.....	Lincoln.
Lura A. Mains.....	Lincoln.
Ada Owen.....	Lincoln.
Mate A. Peck.....	Lincoln.
Helen V. Utley.....	Syracuse.
*Alice C. Webster.....	Lincoln.

*Deceased.

LATIN SCHOOL.

SECOND YEAR.

Lawrence Bruner.....	West Point.
Frederick Bellows.....	Weeping Water.
Anderson A. Cummings.....	Lancaster County.
Cassius M. Cropsey.....	Lincoln.
Mack M. Cobb.....	Lincoln.
William A. Cadman.....	Lincoln.
Charles H. Dake.....	Lincoln.
Allen W. Field.....	Lincoln.
Edward Gerrans.....	Lincoln.
Clement A. Hardy.....	Lincoln.
Edward P. Holmes.....	Nebraska City.
Luther Kuhlman.....	Dakota.
Milo McCord.....	Lincoln.
Alexander W. McArthur.....	Western.
Wellington P. Roads.....	Lincoln.
John T. Rush.....	Lincoln.

UNIVERSITY OF NEBRASKA.

Charles L. Rogers.....	Brownville.
Charles C. Snowden.....	Lincoln.
Hollis M. Thurston.....	West Point.
James E. Tunnell	Lincoln.
Homer A. Walker.....	Seward.
Edwin H. Woolley	Lincoln.
Frank Young.....	Fremont.
Emma Birdsall.....	Harvard.
Sudie E. Birdsall.....	Harvard.
Phebe Carter	Lincoln.
Mollie Carter	Lincoln.
Maggie Gillespie.....	Lincoln.
Isabel Perry.....	Fairmont.
Alice Stubblefield.....	Lincoln.

FIRST YEAR.

Frank R. Ashley.....	Decatur.
Albert F. Burdick.....	Republican City.
Horace L. Case.....	Lincoln.
Thomas R. Clark.....	Weeping Water.
Edward T. Cartlidge.....	Lincoln.
George E. Dovey.....	Plattsmonth.
Lorenzo K. Davis.....	Wautiska.
Frank M. Everett.....	Lyons.
Fremont Everett.....	Lyons.
Joseph F. Hobbs.....	Plattsmouth.
Charles R. Hurlbut.....	Lincoln.
Algernon S. Harrington.....	Beatrice.
Charles M. Hovey.....	Lincoln.
Horace S. Hallenback.....	Omaha.
E. H. Ireland.....	Omaha.
James C. Miller.....	Papillion.
William E. Miller.....	Papillion.
Charles L. M. McKesson.....	Lincoln.
Uhrlandt P. Merill.....	Lancaster County.
Leroy Moffitt.....	Seward.
Frederick M. Merwin	Palmyra.
Philip G. Mains.....	Lincoln.
William A. McAllister	Schuyler.
Otho Scott	Eight Mile Grove.
Frank W. Street.....	Lincoln.
Homer D. Stout	Stouts, Ohio.
James Stockham	Weeping Water.

James W. Tullis.....	Lincoln.
Clayton F. Woods.....	Palmyra.
Thomas H. Worley.....	Valparaiso.
Josiah Ward.....	Eagle.
Celestine Adams	Plattsmouth.
Rena Bell.....	Lincoln.
Flora Converse.....	Lincoln.
Minnie M. Colt.....	Wautiska.
Bell S. Everett.....	Lyons.
Rettie Gratigny.....	Lowell.
Nannie Hudson.....	Lincoln.
Clara A. Hurlbut.....	Lincoln.
Gertie A. Ingalls.....	Hastings.
Ada McConnell	Lincoln.
Nellie McShane.....	Lincoln.
Lizzie McClelland	Lincoln.
Maggie McAllister.....	Schuyler.
Ada P. Olmstead	Seward.
Grace A. Rogers	Decatur.
Mary Wiles.....	Plattsmouth.

Summary.

Seniors	2
Juniors.....	2
Sophomores.....	5
Freshmen	17
University Students	20
Second Year Latin School	30
First Year Latin School	47
<hr/> Total	123

AGRICULTURAL COLLEGE.

FACULTY.

A. R. BENTON, A. M., LL. D.,

Chancellor.

S. R. THOMPSON, A. M.,

Prof. of Theoretical and Practical Agriculture.

SAMUEL AUGHEY, A. M.,

Prof. of Agricultural Chemistry and Natural Sciences.

The course of instruction in Agriculture is intended to be both theoretical and practical. The theoretical part includes a careful study of those sciences upon which all correct agriculture must be based. The practical will be imparted by showing how the principles of science may be applied to the art of farming. The design is to train up a class of thoughtful, intelligent, observing farmers.

There are two courses of study: (1.) A four years' course, which runs parallel with the scientific course of the University, and leads to the same degree. (2.) A shorter course, which may be completed in from three to six terms, according to the student's advancement when he enters.

The following is a brief synopsis of the leading topics which receive special attention in this course, or which are peculiar to it, and is under the care and instruction of S. R. Thompson, A. M., Prof. of Theoretical and Practical Agriculture.

Meteorology.—The Atmosphere, its constitution, weight,

temperature, uses, moisture, and movements; rain, dew, fogs, clouds, frost, snow, hail, etc.

Vegetable Physiology.—Organs of plants, manner of growth, uses of different organs, the germination of seeds, vitality of seeds, means of preserving. Hybridization—Production of new varieties.

Mechanical Physics.—The laws of force and motion applied to the use of farm machinery and farm work; mode of conducting water in pipes, stability of structures, construction of wagon roads and bridges.

Anatomy and Physiology of Domestic Animals.—The organs of mastication, digestion, assimilation, secretion and excretion; their changes during growth and in disease.

Stock Breeding.—Different breeds, their points, history and peculiarities; care of animals, fattening, improvement of stock.

Arboriculture.—Peculiarities of different kinds of trees; adaptation to different localities; saving seed, planting seed, cultivation of young plants; other methods of propagating plants; layering, cuttings, grafting, budding, inarching, etc.; care of trees in the nursery, in the field; pruning, objects, limitations and methods; for symmetry, for fruit.

Horticulture.—Classification, habits, mode of growth and methods of cultivating all kinds of garden vegetables and fruits; keeping varieties pure, construction and management of hot-beds, green-houses and graperies.

Landscape Gardening.—Application of the laws of beauty and a cultivated taste to the laying out of public and private pleasure grounds, parks, etc.; planting of trees; grouping of trees.

Farm Economy.—Principles regulating the mechanical preparation of the soil, means of pulverizing the soil, of securing dryness in wet soils and moisture in dry ones; methods of seeding crops, of cultivating crops; adaptation

of crops to particular soils, to market, to the condition of soil; use and care of farm implements; draining; laying out farms, construction of farm buildings, houses, barns, ice-houses, stables, henneries, piggeries, etc.; improvement of soils in chemical relations; animal, vegetable and mineral manures; methods of applying manure; succession of crops, rotation of crops, preparation of the soil for particular crops.

Labor.—Students desiring to labor at some manual employment a part of the time, will be furnished with work as far as practicable; but, for the present, no promises can be made. As soon as the College Farm is put in cultivation we will be able to furnish all the students in agriculture with regular stated work at fair prices.

In the Agricultural College the following is the method for Chemistry and the Natural Sciences:

SAMUEL AUGHEY, A. M.,
Prof. of Agricultural Chemistry and Natural Sciences.

(1.) A course in Elementary Chemistry, inorganic and organic. (2.) The application of chemical science to agriculture.

This includes the constituents and analytical composition of soils and of cultivated plants, the constituents and chemical agencies of the atmosphere, and of water and the composition of manures.

A course in Agricultural Chemical Analysis is also given. Apparatus to illustrate every department of this subject is abundantly supplied.

GEOLOGY.

In addition to the usual elementary instruction which is given in this science, special care is taken to teach the Geology of Agriculture. This embraces the formation of soils, their chemical, physical and economic character, their suitability for different kinds of crops, and the

principal geological features of various portions of the United States as affecting soil and productions. The Cabinet of the University affords specimens for illustrating the principles involved in this Department.

BOTANY.

Gray's text books are used for class work, along with the specimen plants, preserved in herbariums, and freshly gathered from the fields.

Special attention is given to Structural Botany, Vegetable Pathology, Injurious Weeds, and a knowledge of crops cultivated for food and for technical purposes.

The Zoology of Agriculture will include the habits, diseases and treatment of live stock, the anatomy of the horse, the cow, the sheep, and other farm animals, as well as a special consideration of insects injurious to vegetation.

Instruction in the other studies of the Agricultural College course will be given by the various professors in the College of Literature, Science and Art—the students reciting in the regular classes of this college.

SHORT COURSE.

FIRST YEAR.

<i>First Term.</i>	{ Arithmetic. Algebra. English Composition.
<i>Second Term.</i>	{ Arithmetic (commercial). Algebra, or history of United States. Elementary Chemistry.
<i>Third Term.</i>	{ Elementary Natural Philosophy. Botany. Vegetable Physiology.

SECOND YEAR.

<i>First Term.</i>	{ Book-keeping. Anatomy and Physiology of lower animals. Farm Economy.
<i>Second Term.</i>	{ Meteorology. Stock Breeding. Farm Economy.
<i>Third Term.</i>	{ Tree Culture. Gardening. Entomology.

AGRICULTURAL COURSE.

PREPARATORY YEAR.

<i>First Term.</i>	{ Arithmetic (Commercial). Algebra. English Composition.
<i>Second Term.</i>	{ History of United States. Algebra. Elementary Chemistry.
<i>Third Term.</i>	{ Elements of Natural Philosophy. Arithmetic.

FRESHMAN YEAR.

<i>First Term.</i>	{ Geometry. Book-keeping. Anatomy and Physiology of Domestic Animals.
<i>Second Term.</i>	{ Geometry. Stock Breeding. English Literature.
<i>Third Term.</i>	{ Vegetable Physiology. Botany. Entomology.

SOPHOMORE YEAR.

<i>First Term.</i>	{ Trigonometry and Surveying. Inorganic Chemistry. Farm Economy.
<i>Second Term.</i>	{ Organic Chemistry. Analytical Geometry. Farm Economy.
<i>Third Term.</i>	{ Analytical Chemistry. Physiology. Surveying, Field Practice. Horticulture.

JUNIOR YEAR.

<i>First Term.</i>	{ Mechanical Physics. French or Latin. Logic or Chaucer.
<i>Second Term.</i>	{ Chemical Physics. French or Latin. English Literature
<i>Third Term.</i>	{ Astronomy. Rhetoric. French or Latin.

SENIOR YEAR.

<i>First Term.</i>	{ Intellectual Philosophy. Zoology. Agricultural Jurisprudence.
<i>Second Term.</i>	{ Moral Philosophy. Meteorology. Comparative Physical Geography. Lectures on Comparative Anatomy.
<i>Third Term.</i>	{ Constitution of United States. Landscape Gardening. Geology.

GENERAL INFORMATION.

POLICY.

It is the aim of the University to furnish facilities for education in every department of study, to every student in the State. By the sale of lands and by other means, provision will be made for the constant growth of the University, which, it is confidently expected, will equal the demands made upon it.

It is earnestly desired by the Faculty that students should pursue some one of the courses of study prescribed, and select in addition such optional studies as they may be able to pursue.

Each student will be required to take at least three daily studies or lectures, unless permitted by a vote of the Faculty to take a less number.

EXAMINATIONS.

At the close of each term there is a public examination of all the classes of the University, and the grade of scholarship is entered in the records of the University. No student can be passed in a study except on a satisfactory examination. The examinations are both oral and written.

ATTENDANCE AND GOVERNMENT.

The rules of the University require of every student punctuality at all stated exercises, including attendance at the devotional exercises of the chapel.

All delinquencies are noted, and must be excused to the proper officers, and in case of flagrant offenses against good order, the Faculty will adjudicate the case under the By-Laws made by the Board of Regents for the government of students.

Students are not permitted to drop any study, or course of study, until after term examination except with the consent of the Faculty.

Students are not allowed to absent themselves from town without permission from the Chancellor.

Students will be suspended or dismissed whenever in the opinion of the Faculty they are pursuing a course seriously detrimental to themselves or to the University.

Whenever the unexcused delinquencies of any student amount to ten in number, notice is given to the student, and to his parent or guardian; and, unless corrected to the satisfaction of the Faculty, such student ceases to be a member of the University.

LITERARY SOCIETIES.

There are two Literary Societies, the Palladian and the Adelphian, in connection with the University, and under the supervision of the Faculty. Both societies have well furnished halls, and are valuable aids to the students in literary and rhetorical culture.

"HESPERIAN STUDENT."

The *Hesperian Student*, a paper published by the students of the University, has been regularly issued during the year, and has been found especially useful as a means of communication with the public concerning the condition and work of the University.

TUITION AND BOOKS.

Tuition is *free* to all residents of the State. An entrance fee of \$5.00 is paid by every student at the time of his matriculation. Non-residents are charged \$8.00 per term. Books are furnished at cost to the student.

BOARDING.

Boarding can be obtained at reasonable rates in private families. During the year it has been from \$3.50 to \$4.00 per week. Students by renting rooms and taking meals, or boarding themselves, can reduce the cost to \$2.00 or \$3.00 per week.

Students who wish to take lessons in vocal or instrumental music in connection with their studies, will have facilities for doing so at the University, at the usual price for such instruction.

UNIVERSITY CALENDAR.

The University year is divided into three terms with accompanying exercises, as follows.

	TIME.	EXERCISE.
June 22.	Sunday P. M.	Baccalaureate Address.
June 23.	Monday Eve.	Palladian Exhibition.
June 24.	Tuesday P. M.	Meeting of Regents.
June 24.	Tuesday Eve.	Address by Hon. L. Crounse.
June 25.	Wednesday.	Commencement.
June 25.	Wednesday Eve.	Exhibit'n of Adelphian Soc'y.

SUMMER VACATION.

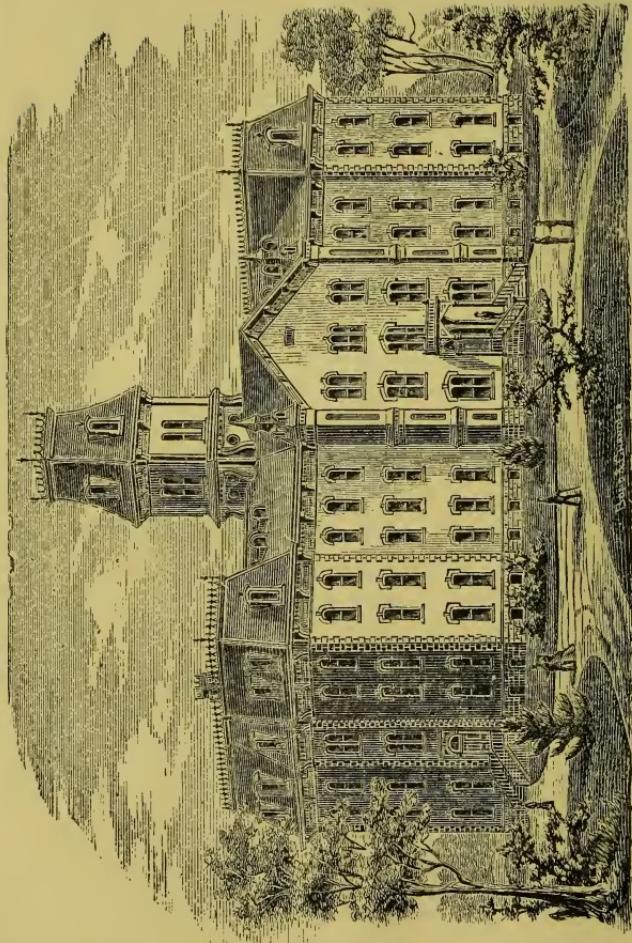
Sept. 11.	Thursday.	Fall Term begins.
Sept. 11-12.	Thurs'y & Frid'y.	Entrance Examinations.
Nov.		Thanksgiving Recess.
Dec. 17	Wednesday.	Fall Term ends.

VACATION, TWO WEEKS.

1874.			
Jan. 2.	Friday.		Winter Term begins.
Feb. 16.	Monday.		Univ'ty Day—Char. Anniv'y
March 25.	Wednesday.		Winter Term ends.

VACATION, ONE WEEK.

April 2.	Thursday.	Spring Term begins.
June 24.	Wednesday.	Commencement.



THE

REGISTER AND CATALOGUE

OF THE

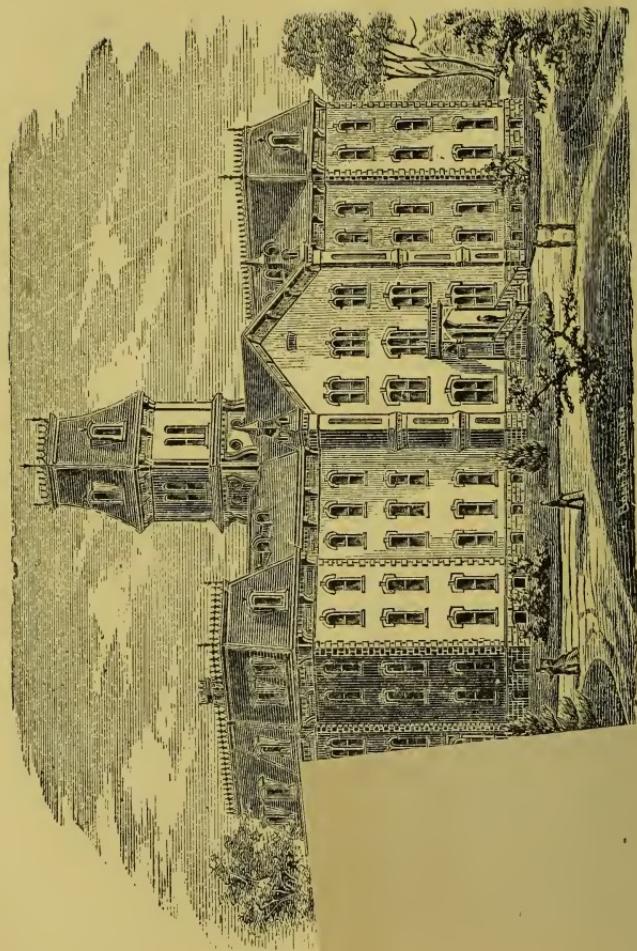
UNIVERSITY OF NEBRASKA,

LINCOLN, NEBRASKA.

Compliments of

A. R. Benton,

Chancellor.



THE

REGISTER AND CATALOGUE

OF THE

UNIVERSITY OF NEBRASKA,

LINCOLN, NEBRASKA.



THIRD SESSION, 1873-4.



LINCOLN, NEB:
JOURNAL COMPANY, STATE PRINTERS.

1874.

ORGANIZATION OF THE UNIVERSITY.

By an act of Congress, approved April 19, 1864, in words as follows: That seventy sections of land (44,800 acres) shall be set apart and reserved for the use and support of a State University, and to be appropriated and applied as the Legislature may prescribe, for the purpose named, and for no other purpose; and by virtue of an act of the Legislature, approved February 15, 1869, accepting the donation of 90,000 acres of land, granted by Congress of the United States to the State of Nebraska, for the purpose of endowing a College for the "benefit of Agriculture and the Mechanic Arts," the State became entitled to the aforesaid land, to be used in establishing and supporting a State University and Agricultural College.

By an act of the Legislature, approved Februrrry 15, 1869, the Regents were authorized to establish a University, consisting of six departments or colleges.

1. A College of Ancient and Modern Languages, Mathematics, and Natural Science.
2. A College of Agriculture.
3. A College of Law.
4. A College of Medicine.
5. A College of Practical Science, Mechanics, and Civil Engineering.
6. A College of Fine Arts.

In conformity to this law, the Regents, February 7, 1871, resolved to open the first department of the University in the fall, and on the 4th of April they selected a corps of competent and experienced professors, and fixed the time of opening, Thursday, September 7, 1871.

In order to increase the usefulness of the University, and to provide instruction by a tutor, a Latin School was organized, in which students not fully qualified for the college classes may receive instruction. This school will be discontinued as soon as practicable.

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BOARD OF REGENTS.

MEMBERS EX-OFFICIO.

HIS EXCELLENCY ROBERT W. FURNAS, . . . Governor
HON. J. M. MCKENZIE, . . . Sup't Public Instruction
ALLEN R. BENTON, A.M., LL.D., . . . Chancellor

MEMBERS ELECTED.

HON. WILLIAM ADAIR,	. . . . .	Dakota
HON. URIAH BRUNER,	. . . . .	West Point
COL. C. S. CHASE,	. . . . .	Omaha
REV. D. R. DUNGAN,	. . . . .	Lincoln
F. H. LONGLEY, M.D.,	. . . . .	North Platte
HON. D. J. McCANN,	. . . . .	Nebraska City
REV. J. B. MAXFIELD,	. . . . .	Beatrice
HON. W. D. SCOTT,	. . . . .	Rulo
COL. JAMES W. SAVAGE,	. . . . .	Omaha

OFFICERS OF THE BOARD.

HIS EXCELLENCY ROBERT W. FURNAS,	. . . . .	President
JOHN L. McCONNELL,	. . . . .	Treasurer
REV. H. T. DAVIS,	. . . . .	Secretary

BOARD OF VISITORS.

PROF. A. F. NIGHTINGALE,	. . . . .	Omaha
GEN. T. J. MORGAN,	. . . . .	Peru
PROF. C. B. PALMER,	. . . . .	Beatrice

UNIVERSITY FACULTY.

ALLEN R. BENTON, A.M., LL.D.,

Chancellor, and Professor of Intellectual and Moral Science.

O. C. DAKE, A.M.,

Dean of the College of Literature and Science, and Professor of Rhetoric and English Literature.

S. H. MANLY, A.M.,

Professor of Ancient Languages and Literature.

H. E. HITCHCOCK, A.M.,

Professor of Mathematics.

SAMUEL AUGHEY, A.M., PH. D.,

Professor of Chemistry and Natural Sciences.

GEORGE E. CHURCH, A.M.,

Principal of the Latin School.

S. R. THOMPSON, A.M.,

Dean of the Agricultural College, and Professor of Theoretical and Practical Agriculture.

THE UNIVERSITY AND THE STATE.

The University of Nebraska is constituted by law a part of the educational system of the state. It owes its existence to the same authority which has given to the state its system of common schools, and its interests have been lodged in the hands of a Board of Regents, elected by the legislature.

It was, no doubt, the intention of those accepting the various grants of land made by the United States, to make the University the crowning work of the school system of the state—that it should sustain a close and vital relation to the high schools and the common schools, which may be by law established.

With wise forecast it aims to secure to all the members of the commonwealth, who may avail themselves of its generous provisions, an opportunity for the most liberal culture in literature, science, and the arts, and in such technical courses as shall from time to time be established. These advantages are afforded to all citizens of the commonwealth free of charge for tuition, without regard to sex or race, on condition of possessing the intellectual and moral qualifications requisite for admission.

With this liberal provision for the educational needs of citizens, and extending a cordial hospitality to students from other states, the University has entered upon the work for which it was founded.

UNIVERSITY DEPARTMENTS.

By the act of the legislature constituting the University, provision is made for establishing six departments or colleges.

Already two departments have been organized: first, that of Literature, Science, and Art; second, that of Agriculture. In the first there are four courses of study of four years each; and in the second there are two courses, one of four years, and a course of one year. In the College of Literature, Science, and Art, the courses are the Classical, the Scientific, the Latin Scientific, and the Greek Scientific.

Students who do not design to complete either of these courses will be admitted to the University, provided they are prepared to pursue the studies of the University classes.

DEPARTMENT OF LITERATURE, SCIENCE, AND ART.

ADMISSION.

Applicants for admission to the Latin School should be at least fourteen years of age; must be of good character, and must pass satisfactory examinations in reading, spelling, practical arithmetic, descriptive geography, and English grammar to analysis.

I.

CLASSICAL COURSE.

Candidates for admission to the Freshman Class in the Classical Course should be at least sixteen years of age, and must give satisfactory evidence of good moral character. The requirements for admission to this class will be the studies of the Latin School, or their equivalent.

II.

THE LATIN OR GREEK SCIENTIFIC COURSE.

In the Latin and Scientific Course candidates will be examined in all the studies required for the Classical Course, except Greek. The Latin read is the same as in the Classical Course, and in place of Greek twelve terms' study is required in German and French.

In the Greek and Scientific Course, such as wish to substitute the Greek of the Regular Classical Course for the Latin are permitted to do so.

III.

THE SCIENTIFIC COURSE.

The requirements for admission to the Freshman Class, in the Scientific Course, are the studies of the Latin School (except Latin and Greek).

It is greatly desired, however, by the Faculty, that students in this course take the amount of Latin prescribed in the Latin School as a preparation for their English studies. This Latin will be taken as an equivalent for the same number of terms' study in the Scientific Course.

IV.

SELECTED STUDIES.

Special students will be admitted to the various University courses of study, selecting such studies as they may prefer, with the advice and under the direction of the Faculty. Such students will be classified as University students.

For proficiency in any department, a certificate may be given by the Professor; but no degree will be conferred except on completion of one of the prescribed courses.

V.

FORM OF APPLICATION.

A blank form, accompanied by a notice of the mode of procedure, is furnished to each student; this must be properly filled, and after examination must be returned to the Chancellor, who will give to such as pass examination a card of admission to the classes of the University.

DEGREES.

- (1.) The degree of Bachelor of Arts is conferred on students who complete the Classical Course and pass the examination in the same.
 - (2.) The degree of Bachelor of Philosophy is conferred on students who complete either the Latin and Scientific, or the Greek and Scientific Course, and pass the examination in the same.
 - (3.) The degree of Bachelor of Science is conferred on students who complete the Scientific Course, and pass the examination in the same.
 - (4.) The degree of Master of Arts, or Master of Science, is conferred respectively on Bachelors of Arts or of Science, who shall pursue a post-graduate course of study for one year under the direction of the Faculty, or upon graduates of three years' standing who shall have been engaged during that time in literary, scientific, or professional studies.
 - (5.) Honorary degrees will be conferred on such persons as, in addition to fair scholarship, have attained eminence in literature, science, or professional life.
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LIBRARY.

The Library of the University is composed of books selected with care to meet the wants of students. Almost every department of literature is represented in the selections already made. The library is open every day for two hours for consultation, and certain

classes are allowed to take books for use at their rooms. It is required by law that an annual appropriation be made by the Board to increase the number of books in the library. There is also attached to the library a well arranged reading room, supplied with newspapers and the leading magazines of the day. The library is open to all students free of charge.

APPARATUS.

The University is supplied with extensive and entirely new apparatus in both the departments of Chemistry and Physics. It is the aim of the University to illustrate every important principle in Physics by suitable apparatus; in the chemical laboratory there is ample provision made for illustrative experiments, and for instruction in practical and analytical Chemistry. The conveniences and completeness of the laboratory are equal to any in the country. Each student is furnished with a given amount of chemicals free of charge; beyond that he is required to pay the cost of the material used. Considerable additions have been made to the conveniences and material of the laboratory during the past year.

CABINET AND MUSEUM.

A spacious room has been set apart for the use of the Cabinet and Museum, and already between seven and eight thousand choice specimens have been secured. It is the purpose of the Board to place in the Cabinet a superior collection of marine shells.

The Herbarium is already furnished with more than seven hundred different species of the flora of this state, and additions will be made to this valuable and rare collection every year.

A contribution of models from the Patent Office has been placed in the Museum, and also interesting relics from the state.

Friends of the University can greatly assist us in making additions rapidly to our Cabinet and Museum by forwarding to us choice specimens of rocks, or relics found in various parts of the state.

During the year, valuable additions have been made to the Cabinet by Prof. Wilber, who will still further enrich the collection by large contributions.

COURSE OF STUDY DESCRIBED.

I.

INTELLECTUAL AND MORAL PHILOSOPHY.

A. R. BENTON, A.M., Chancellor.

The classes in Intellectual and Moral Philosophy will be taught the first and second terms of the Senior year. In addition to the text books used, a course of lectures will be given on the History of Philosophy, and essays, and discussions of the subjects treated will be required of the class.

Haven's text books are used.

Books of reference in the library are: Reid's Works, Stewart's, Hamilton's, Cousin's, and Lewes's.

II.

GREEK LANGUAGE AND LITERATURE.

Prof. S. H. MANLY, A.M.

Instruction in Greek extends through a period of four years.

Second Latin School Year—Harkness' First Book, two terms; Xenophon's Anabasis, one term.

Freshman Year—Xenophon's Anabasis (Boise) continued, one term; Herodotus, two terms; Homer's Iliad (Boise).

Sophomore Year—Homer's Iliad, continued; Memorabilia (Robbins); Thucydides (Owen).

Junior Year—Plato's Gorgias (Woolsey), one term; Prometheus (Woolsey), one term.

Recitations in Goodwin's and Hadley's Grammars will be required throughout the entire course, and two years in Arnold's Prose Composition, beginning with the Freshman year.

Books of Reference: Buttman's Greek Grammar, Anthon's Classical Dictionary, Smith's Dictionaries, Donaldson's New Cratylus,

Bopp's Comparative Grammar, Grote's History of Greece, Fiske's Manual of Antiquities, Liddell and Scott's Lexicon.

Students can have access to all these books in the library of the University.

A complete set of Guyot's Classical Maps is supplied by the University, to which the student always has access.

Lectures will be occasionally given on the authors read, on Greecian Mythology and Literature, and on the Greek Drama.

III.

LATIN LANGUAGE AND LITERATURE.

Prof. S. H. MANLY, A.M.

The study of Latin extends through a period of four years. The following books are used:

First Year—Allen and Greenough's Latin Grammar and Leighton's Latin Lessons and Reader.

Second Year—Cicero's Orations, one term, and Virgil's *Aeneid*, two terms.

Freshman Year—Cicero de Amicitia, Livy (Lincoln).

Sophomore Year—Horace's Odes (Anthon), Horace's Epistles.

Junior Year—Tacitus (Tyler).

Senior Year—Quintilian (Frieze).

Recitations will be required in Allen and Greenough's Latin Grammar during the whole course, and two years in Arnold's Prose Composition, commencing with the second Latin School Year.

Students intending to enter the Freshman Year will be expected to pass an examination in thirty lessons of Arnold's Prose Composition.

Pronunciation of vowels and diphthongs according to the so-called Continental method is preferred.

Books of reference: Andrews' Latin Lexicon, Zumpt's Latin Grammar, Madvig's Latin Grammar, Smith's Dictionaries, Varro-nianus, Mommsen's History of Rome, Arnold's Rome.

These, with other books equally valuable to the student, can be found in the library of the University.

Occasional lectures will be given on the authors read, and on Roman History and Literature. Toward the latter part of the course some lectures will be given on Comparative Philology, and Greek and Roman Philosophy.

IV.

ENGLISH LITERATURE AND RHETORIC.

Prof. O. C. DAKE, A.M.

This department embraces Structural Analysis, English in its various stages, Rhetoric, Logic, *Aesthetics*, and Literature. Instruction is imparted by the use of text books and by class-room lectures.

In addition to the work indicated by the regular course of study, the following schedule exhibits the required course of rhetorical exercises:

Freshman and Sophomore Years—Four original essays, with declamation, each term.

Junior Year, First Term—Three themes and declamation.

Second Term—Readings from English Classics, and declamation.

Third Term—Three themes and declamation.

Senior Year, First Term—Readings from English Classics.

Second Term—Two original orations, one of which shall be pronounced before the Faculty and students, in the chapel of the University.

The University Library abounds in valuable books of reference, to which the student has access. Among these may be mentioned the poets and dramatists, Marsh's Lectures, Muller's Lectures, Trench's works on English, Alford and Moon on English, Carson and Latham, Chambers' Cyclopedias of Literature, Hamilton's Logic and Metaphysics, J. S. Mill's works, Mansel's Limits of Thought, Taine's Lectures, Campbell's Philosophy of Rhetoric, Coleridge's Works, etc., etc.

V.

MATHEMATICS.

Prof. H. E. HITCHCOCK, A.M.

The leading aim of the instruction in this department is thoroughness, and to develop the power of original investigation. The course will be made as extensive as is consistent with this aim. Particular attention will be given to Algebra and Special Geometry; and in the study of these branches the student will be required constantly to apply the principles already acquired to the original solution and demonstration of general problems and theorems.

The study of General Geometry and the Calculus is made optional, from the conviction that those students who, through lack of taste or ability, are not likely to gain a clear understanding of the principles of those subjects, will derive more benefit from other studies than from the memorizing of their rules and formulæ. The Course of study is as follows:

Freshman Year—Elementary Geometry, two terms; Higher Algebra, one term.

Sophomore Year—Trigonometry and Surveying, one term; General Geometry and Calculus, two terms.

Junior Year—Applied Mathematics, Physics, two terms; Astronomy, one term.

For the present the following text books will be used: Olney's Algebras, Loomis's Geometry, Trigonometry and Calculus, Snell's Olmsted, and Loomis's Astronomy.

The College Library contains books of reference upon the subjects belonging to this course, to which the students have daily access.

The University is well supplied with apparatus for the illustration of most of the subjects in Natural Philosophy.

VI.

CHEMISTRY AND NATURAL SCIENCES.

Prof. SAMUEL AUGHEY, A.M., PH. D.

The object of this department is not merely to teach the facts of nature, but the laws and principles that condition the phenomena of the material universe.

A chemical lecture room, laboratory, and a large cabinet are provided, so that every principle or fact may be fully illustrated.

The regular course in chemistry for scientific students extends through the Sophomore year. Daily laboratory practice is given during the second and third terms. Apparatus and re-agents are furnished to each student to work out practically all the chemical problems that present themselves in this study.

Instruction is given by text books, lectures, and illustrations in the laboratory.

BOTANY, ZOOLOGY, AND, GEOLOGY.

In Botany, Gray's text books are used, accompanied by the use of the large herbarium in the cabinet, and by full instructions from fresh specimen plants, and with excursions into the prairies and woods in order to observe the habits of the flora of this region.

In Zoology, Agassiz' text books are used, accompanied with lectures on Classification and Comparative Anatomy.

In Geology, instruction will be given chiefly by lectures and illustrations from specimens in the cabinet, and by field work. The text book is Dana's Manual of Geology.

In the department of Natural Sciences, the Library contains many valuable books of reference, which are accessible to the student.

VII.

THE GERMAN LANGUAGE.

The classical students are permitted to choose between German and French, and provision is made for them in this course during the whole of the Junior and Senior years. In the Latin or Greek Scientific Course students are required to study German nine terms.

After the first year, German is employed in the class-room as the medium of instruction. The following text books are used:

First Year: Comfort's Course in German, Evans' Otto's German Reader.

Second Year: Whitney's Grammar, Schiller's Maid of Orleans, Goethe's Iphigenia, Lessing's Nathan the Wise.

Third Year: Lessing's Laocoön, and selections from the German critics and philosophers.

In the Classical Course German is begun in the junior, and in the Scientific, in the second preparatory year.

For the present, Professors Aughey and Church will give instruction in German.

THE FRENCH LANGUAGE.

It is purposed to make the student master of idiomatic construction in French, and to read with him such writers as Racine, Fenelon, Mdme. De Stael, etc. The elementary course adopted is that of Fasquelle, whose method, and its auxiliaries, are believed to be unsurpassed, if not unequalled.

Prof. Dake will temporarily instruct the classes in this department.

IX.

LATIN SCHOOL.

GEORGE E. CHURCH, A.M., Principal.

Students will be admitted to the school at any time on passing the required examination, but it is greatly preferred that they present themselves for examination at the beginning of the year, or at least on the first day of each term. Unless for special reasons, students will be required to select one of the courses of study prescribed; but such as can pass examination in any study of this grade will be allowed to take another in its place.

In the Latin Scientific Course, German and French take the place of Greek; in the Greek Scientific, they take the place of Latin. The following are the text books used in the Latin School.

Allen and Greenough's Latin Grammar, Leighton's Lessons and Reader, Chase and Stuart's Latin Classics, Cæsar, Cicero, and Virgil; Goodwin's Greek Grammar, Harkness' Greek Introduction, Comfort's German Course, Evans' Otto's German Reader, Harvey's English Analysis, Anderson's U. S. History, Willson's Outlines of History, Liddell's *Rōne*, Smith's Grecian History, Stoddard's Complete Arithmetic, Olney's Algebra, Kerl's Composition, Gray's Elements of Botany, Guyot's Physical Geography, Rolfe's Hand-book of Chemistry, Rolfe's Hand-book of Philosophy.

COURSE OF STUDY.

LATIN SCHOOL.

FIRST YEAR.

FIRST TERM.

Classical.

1. Latin Grammar.
2. English Composition.
3. Higher Arithmetic.

Scientific.

1. Physical Geography.
2. English Composition.
3. Higher Arithmetic.

SECOND TERM.

- | | |
|-------------------------------|---------------------------|
| 1. Latin Grammar and Lessons. | 1. Elements of Physics. |
| 2. Higher Arithmetic. | 2. Higher Arithmetic. |
| 3. United States History. | 3. United States History. |

THIRD TERM.

- | | |
|----------------------|---------------------------|
| 1. Cæsar. | 1. Elements of Chemistry. |
| 2. English Analysis. | 2. English Analysis. |
| 3. Ancient History. | 3. Ancient History. |

SECOND YEAR.

FIRST TERM.

- | | |
|------------------------|-------------------|
| 1. Cicero's Orations. | 1. Greek History. |
| 2. Greek Introduction. | 2. German. |
| 3. Algebra. | 3. Algebra. |

SECOND TERM.

- | | |
|------------------------|-------------------|
| 1. Virgil. | 1. Roman History. |
| 2. Greek Introduction. | 2. German. |
| 3. Algebra. | 3. Algebra. |

THIRD TERM.

- | | |
|--------------------|------------------------|
| 1. Virgil. | 1. Higher Algebra. |
| 2. Anabasis. | 2. German. |
| 3. Higher Algebra. | 3. Elements of Botany. |

CLASSICAL COURSE.

FRESHMAN.

- First Term*—1. Greek : Anabasis, Greek Composition.
2. Latin : Cicero's De Amicitia, Composition.
3. Mathematics : Geometry.
4. Rhetoricals.
- Second Term*—1. Greek : Herodotus.
2. Latin : Livy, Latin Composition.
3. Mathematics : Geometry.
4. Rhetoricals.
- Third Term*—1. Greek : Homer's Iliad, Composition.
2. Science : Structural Botany.
3. Mathematics : Higher Algebra.
4. Rhetoricals.

SOPHOMORE.

- First Term*—1. Greek : Homer's Iliad.
2. Science : Chemistry, Inorganic.
3. Mathematics : Trigonometry and Surveying.
4. Rhetoricals.
- Second Term*—1. Greek : Memorabilia, Composition.
2. Latin : Horace's Odes.
3. Mathematics : Analytical Geometry, or History.
4. Rhetoricals.
- Third Term*—1. Greek : Thucydides.
2. Latin : Horace, Satires and Epistles.
3. Mathematics : Calculus, or Physiology.
4. Rhetoricals.

SCIENTIFIC COURSE.

FRESHMAN.

- First Term*—1. Modern Language: German.
2. History: Modern History.
3. Mathematics: Geometry.
4. Rhetoricals.
- Second Term*—1. Modern Language: German.
2. English: Mulligan's Structure of English Language.
3. Mathematics: Geometry.
4. Rhetoricals.
- Third Term*—1. Modern Language: German.
2. Science: Structural Botany.
3. Mathematics: Higher Algebra.
4. Rhetoricals.

SOPHOMORE.

- First Term*—1. Modern Language: German.
2. Science: Chemistry, Inorganic.
3. Mathematics: Trigonometry and Surveying.
4. Rhetoricals.
- Second Term*—1. Modern Language: German.
2. Science: Chemistry, Inorganic.
3. Mathematics: Analytical Geometry.
4. Rhetoricals.
- Third Term*—1. Modern Language: German.
2. Mathematics: Calculus, or Chemistry, Organic.
3. Science: Physiology.
4. Rhetoricals.

CLASSICAL COURSE—*Continued.*

JUNIOR.

- First Term*—1. Latin : Tacitus.
 2. Science : Physics.
 3. English : English Literature.
 Elective. 4. French or German.
 5. Themes.
- Second Term*—1. Greek : Plato, Gorgias.
 2. Science : Physics.
 3. Logic.
 4. Modern Language : French or German.
 5. Readings.
- Third Term*—1. Science : Astronomy.
 2. English : Rhetoric.
 3. Greek : Prometheus Vinctus.
 Elective. 4. French or German.
 5. Themes.

SENIOR.

- First Term*—1. Philosophy : Psychology and History of Philosophy.
 2. Science : Zoology.
 3. Ethics : Political Economy or International Law.
 Elective. 4. French or German, or Butler's Analogy.
 5. Readings.
- Second Term*—1. Philosophy : Moral Philosophy.
 2. History : History of Civilization.
 3. Latin : Quintilian.
 4. Science : Meteorology.
 5. Orations.
- Third Term*—1. Constitutional Law.
 2. Aesthetics : Criticism.
 3. Science : Geology.

SCIENTIFIC COURSE—*Continued.*

JUNIOR.

- First Term*—1. Modern Language: French.
2. Science: Physics.
3. English: English Literature.
4. Themes.
- Second Term*—1. English: Logic.
2. Science: Physics.
3. Modern Language: French.
4. Readings.
- Third Term*—1. Science: Astronomy.
2. English: Rhetoric.
3. Modern Language: French.
4. Themes.

SENIOR.

- First Term*—1. Philosophy: Psychology and History of Philosophy.
2. Science: Zoology.
3. Ethics: Political Economy or International Law.
Elective. 4. Physical Geography, French, German, or Butler's Analogy.
5. Readings.
- Second Term*—1. Philosophy: Moral Philosophy.
2. History: History of Civilization.
3. Science: Meteorology, Lectures on Comparative Anatomy.
Elective. 4. German, French, or Com' Physical Geography.
5. Orations.
- Third Term*—1. Constitutional Law.
2. AEsthetics: Criticism.
3. Science: Geology.

CATALOGUE OF STUDENTS.

SENIORS.

Frank Hurd	Tecumseh
Uriah H. Malick	Camden
Wallace M. Stevenson	Nebraska City

SOPHOMORES.

George E. Howard	Laona
Christian H. Hohman	Lincoln
John T. E. McKesson	"
William H. Needham	"
Clarence W. Roads	"
Sarah C. W. Funke	"
Maggie Lamb	"
Kate Monell	"

FRESHMEN.

David J. Brown	Wilmot, Ohio
Anderson A. Cummings	Lancaster Co.
Cassius M. Cropsey	Lincoln
Allen W. Field	Yankee Hill
Clement A. Hardy	Lincoln
Edward P. Holmes	Nebraska City
Mortimer D. Hyde	Omaha
Luther Kuhlman	Dakota
Francis M. Lambertson	Salem
Alexander W. McArthur	Western
Henry McBroom	Logan
John L. Shank	Red Oak, Ia.
William C. Showalter	Washington, Ia.
Hollis M. Thuston	West Point
Phebe Carter	Lincoln
Mollie Carter	"
Mollie Furnas	Brownville

UNIVERSITY STUDENTS.

Charles H. Dake	Lincoln
William Dilworth	"
Amos E. Gantt	Nebraska City
Frederick H. Hartley	Lincoln
William H. Keefer	"
Charles N. Little	"
George McLean	"
Willis L. Sweet	"
Charles R. Woolley	"
Geo. W. N. A. Watson	Washington, Ia.
Mollie E. Baird	Lincoln
Frances A. Crandall	"
Fannie Metcalf	"
Ada Owen	"
Ella Tunnell	"

LATIN SCHOOL.

SECOND YEAR.

William A. Cadman	Lincoln
Edward T. Cartlidge	"
Joseph F. Hobbs	Plattsmouth
Samuel Robbins Little	Lincoln
William E. Miller	Papillion
James C. Miller	"
William A. McAllister	Schuyler
Wellington P. Roads	Lincoln
James Stockham	Weeping Water
Edwin W. Stevens	Lincoln
James E. Tunnell	"
Homer A. Walker	Seward
Thomas H. Worley	Valparaiso
Henry H. Wilson	Ashland
Tillie Creegan	York
Clara A. Hurlbut	Lincoln
Louise M. Keefer	"
Alice E. Sweet	"
Kate E. Stover	"

FIRST YEAR.

George W. Akers	Red Wing, Minn.
Charles E. Adams	Lincoln
Owen Q. Adams	Juniata
Ernest E. Beecher	Exeter
Joseph H. Blakeslee	Lincoln
John W. Clark	Weeping Water
Willard H. Davidson	Xenia
James Davies	"
Milo Elliott	Grant
James Mc L. Irwin	Lincoln
John J. Langdon	Forest City
Emory C. Lashley	Lincoln
John F. McKesson	"
James B. McArthur	Tekamah
Uhrlandt P. Merill	Lincoln
William J. Patterson	North Platte
Otho Scott	Eight Mile Grove
George M. Sturdevant	Eldred
James O. Sturdevant	"
Daniel R. Sutton	Oskaloosa, Ia.
Woodford H. Taylor	Summit
Rufus C. Triplett	Lincoln
William G. Walker	Creston, Ill.
James H. Worley	Valparaiso
James T. Webster	Falls City
William Westover	Lancaster Co.
William H. C. Woodhurst	North Platte
Celestine Adams	Plattsmouth
Florence V. Briscoe	Oak Creek
Celia H. Furnas	Brownville
Mary Harrison	Lincoln
Ada J. Irwin	"
Maggie McAllister	Schuyler
Myrtle Parmelee	Plattsmouth
Mate A. Peck	Lincoln
Frank A. Seymour	Waterford, Pa.
Mary Wiles	Plattsmouth
Ada Walker	Seward

SUMMARY.

Seniors	3
Sophomores	8
Freshmen	17
University Students	15
Second Year, Latin School	19
First Year, Latin School	38
<hr/>	
Total	100

AGRICULTURAL COLLEGE.

FACULTY.

A. R. BENTON, A.M., LL.D.,
Chancellor.

S. R. THOMPSON, A.M.,
Dean of the Faculty, Professor of Theoretical and Practical Agriculture.

SAMUEL AUGHEY, A.M.,
Professor of Agricultural Chemistry and Natural Sciences.

The course of instruction in Agriculture is intended to be both theoretical and practical. The theoretical part includes a careful study of those sciences upon which all correct agriculture must be based. The practical will be imparted by showing how the principles of science may be applied to the art of farming. The design is to train up a class of thoughtful, intelligent, observing farmers.

There are two courses of study: (1.) A four years' course, which runs parallel with the scientific course of the University, and leads to the same degree. (2.) A shorter course, which may be completed in from three to six terms, according to the student's advancement when he enters.

The following is a brief synopsis of the leading topics which receive special attention in this course, or which are peculiar to it.

Meteorology.—The atmosphere, its constitution, weight, temperature, uses, moisture, and movements; rain, dew, fogs, clouds, frost, snow, hail, etc.

Vegetable Physiology.—Organs of plants, manner of growth, uses of different organs, the germination of seeds, vitality of seeds, means of preserving. *Hybridization*—Production of new varieties.

Mechanical Physics.—The laws of force and motion applied to the use of farm machinery and farm work; mode of conducting water in pipes, stability of structures, construction of wagon roads and bridges.

Anatomy and Physiology of Domestic Animals.—The organs of mastication, digestion, assimilation, secretion, and excretion; their changes during growth and in disease.

Stock Breeding.—Different breeds, their points, history, and peculiarities; care of animals, fattening, improvement of stock.

Arboriculture.—Peculiarities of different kinds of trees; adaptation to different localities; saving seed, planting seed, cultivation of young plants; other methods of propagating plants; layering, cuttings, grafting, budding, inarching, etc.; care of trees in the nursery, in the field; pruning, objects, limitations, and methods; for symmetry, for fruit.

Horticulture.—Classification, habits, mode of growth and methods of cultivating all kinds of garden vegetables and fruits; keeping varieties pure; construction and management of hot-beds, green-houses, and graperies.

Landscape Gardening.—Application of the laws of beauty and a cultivated taste to the laying out of public and private pleasure grounds, parks, etc.; planting of trees; grouping of trees.

Farm Economy.—Principles regulating the mechanical preparation of the soil, means of pulverizing the soil, of securing dryness in wet soils and moisture in dry ones; methods of seeding crops, of cultivating crops; adaptation of crops to particular soils, to market, to the condition of soil; use and care of farm implements; draining; laying out farms, construction of farm buildings, houses, barns, ice-houses, stables, henneries, piggeries, etc.; improvement of soils in chemical relations; animal, vegetable, and mineral manures; methods of applying manure; succession of crops, rotation of crops, preparation of the soil for particular crops.

Labor.—Students desiring to labor at some manual employment a part of the time will be furnished with work as far as practicable; but for the present no promises can be made. As soon as the College Farm can be put in cultivation we will be able to furnish all the students in agriculture with regular stated work at fair prices.

In the Agricultural College the following is the method for Chemistry and the Natural Sciences:

SAMUEL AUGHEY, A.M.,

Professor of Agricultural Chemistry and Natural Sciences.

- (1.) A course in Elementary Chemistry, inorganic and organic.
- (2.) The application of chemical science to agriculture.

This course includes instruction in the constituents and analytical composition of soils and of cultivated plants, the constituents and

chemical agencies of the atmosphere and of water, and the composition of manures.

A course in agricultural Chemical Analysis is also given. Apparatus to illustrate every department of this subject is abundantly supplied.

GEOLOGY.

In addition to the usual elementary instruction which is given in this science, special care is taken to teach the Geology of agriculture. This embraces the formation of soils, their chemical, physical, and economic character, their suitability to different kinds of crops, and the principal geological features of various portions of the United States as affecting soil and productions. The Cabinet of the University affords specimens for illustrating the principles involved in the instruction of this department.

BOTANY.

Gray's text books are used for class work, along with the specimen plants, preserved in the herbarium, or freshly gathered from the fields.

Special attention is given to structural Botany, vegetable pathology, injurious weeds, and a knowledge of crops cultivated for food and for technical purposes.

The Zoology of agriculture will include the habits, diseases, and treatment of live stock, the anatomy of the horse, the cow, the sheep, and other farm animals, as well as a special consideration of insects injurious to vegetation.

Instruction in the other studies of the Agricultural College course will be given by the various professors in the College of Literature, Science, and Art—the students reciting in the regular classes of this college.

SHORT COURSE.

FIRST YEAR.

- First Term.* Arithmetic.
Algebra.
English Composition.
Second Term. Arithmetic (Commercial).
Algebra, or History of United States.
Elementary Chemistry.
Third Term. Elementary Natural Philosophy.
Vegetable Physiology.
Elements of Botany.

SECOND YEAR.

- First Term.* Book-keeping.
Anatomy and Physiology of Lower Animals.
Farm Economy.
Second Term. Meteorology.
Stock Breeding.
Farm Economy.
Third Term. Tree Culture.
Gardening.
Entomology.

AGRICULTURAL COURSE.

PREPARATORY YEAR.

- First Term.* Arithmetic (Commercial).
Algebra.
English Composition.
Second Term. History of United States.
Algebra.
Elementary Chemistry.
Third Term. Elements of Natural Philosophy.
Arithmetic.
Elements of Botany.

FRESHMAN YEAR.

- First Term.* Geometry.
Book-keeping.
Anatomy and Physiology of Domestic Animals.
- Second Term.* Geometry.
Stock Breeding.
English Literature.
- Third Term.* Vegetable Physiology.
Botany.
Entomology.

SOPHOMORE YEAR.

- First Term.* Trigonometry and Surveying.
Inorganic Chemistry.
Farm Economy.
- Second Term.* Organic Chemistry.
Analytical Geometry.
Farm Economy.
- Third Term.* Analytical Chemistry.
Physiology.
Surveying, Field Practice.
Horticulture.

JUNIOR YEAR.

- First Term.* Mechanical Physics.
French or Latin.
Logic or Chaucer.
- Second Term.* Chemical Physics.
French or Latin.
English Literature.
- Third Term.* Astronomy.
Rhetoric.
French or Latin.

SENIOR YEAR.

First Term. Intellectual Philosophy.

Zoology.

Agricultural Jurisprudence.

Second Term. Moral Philosophy.

Meteorology.

Comparative Physical Geography.

Lectures on Comparative Anatomy.

Third Term. Constitution of United States.

Landscape Gardening.

Geology.

GENERAL INFORMATION.

POLICY.

It is the aim of the University to furnish facilities for education in every department of study, to every student in the state. By the sale of lands and by other means, provision will be made for the constant growth of the University, which, it is confidently expected, will equal the demands made upon it.

It is earnestly desired by the Faculty that students shall pursue some one of the courses of study prescribed, and select in addition such optional studies as they may be able to pursue.

Each student will be required to take at least three daily studies or lectures, unless permitted by a vote of the Faculty to take a less number.

EXAMINATIONS.

At the close of each term there is a public examination of all the classes of the University, and the grade of scholarship is entered in the records of the University. No student can be passed in a study except on a satisfactory examination. The examinations are written.

ATTENDANCE AND GOVERNMENT.

The rules of the University require of every student punctuality at all stated exercises, including attendance at all the devotional exercises of the chapel.

All delinquencies are noted, and must be excused to the proper officers, and in case of flagrant offenses against good order, the Faculty will adjudicate the case under the By-Laws made by the Board of Regents for the government of students.

Students are not permitted to drop any study, or course of study, until after term examination, and then only with the consent of the Faculty.

Students are not allowed to absent themselves from town without permission from the Chancellor.

Students will be suspended or dismissed whenever, in the opinion of the Faculty, they are pursuing a course seriously detrimental to themselves or to the University.

Whenever the unexcused delinquencies of any student amount to ten in number, notice is given to the student, and to his parent or guardian; and, unless corrected to the satisfaction of the Faculty, such student ceases to be a member of the University.

Section 4 of the By-Laws of the University prohibits any student from frequenting any gaming house or saloon, from engaging in gambling, using intoxicating drinks, or doing anything inconsistent with good morals.

No student is permitted to neglect a call of the Chancellor, or of any Professor of a Faculty under which he is placed, but must attend without delay, and obey the direction of the Chancellor or Professor of the department to which said student belongs.

All injury to the building or property of the University is forbidden.

. LITERARY SOCIETIES.

There are two Literary Societies—the Palladian and the Adelphian—in connection with the University, and under the supervision of the Faculty. Both societies have well furnished halls, and are valuable aids to the students in literary and rhetorical culture.

“HESPERIAN STUDENT.”

The *Hesperian Student*, a paper published by the students of the University, has been regularly issued during the year, and has been found especially useful as a means of communication with the public concerning the condition and work of the University.

TUITION AND BOOKS.

Tuition is *free* to all residents of the state. An entrance fee of \$5.00 is paid by every student at the time of his matriculation. Books are furnished at cost to the student.

BOARDING.

Boarding is obtained at reasonable rates in private families. During the year it has been about \$4.00 per week. When students

rent rooms and board themselves, the cost is reduced to \$1.50 or \$2.00 per week. It is expected that cheap dormitory buildings will soon be opened to the students at a nominal rent, so that those wishing to economise will be able to live at the University at a very small cost. Of this, announcement will be made in due time.

Students who wish to take lessons in vocal or instrumental music in connection with their studies will have facilities for doing so at the University, at the usual price for such instruction.

UNIVERSITY CALENDAR.

The University year is divided into three terms, with accompanying exercises, as follows:

1874		TIME	EXERCISE
June	21	Sunday P.M.	Baccalaureate Address.
June	22	Monday Eve	Exhibition of Adelphian Society.
June	23	Tuesday P.M.	Meeting of Regents.
June	23	Tuesday Eve	Adr's by Hon. C. F. Manderson.
June	24	Wednesday	Commencement.
June	24	Wednesday Eve	Exhibition of Palladian Society.

SUMMER VACATION.

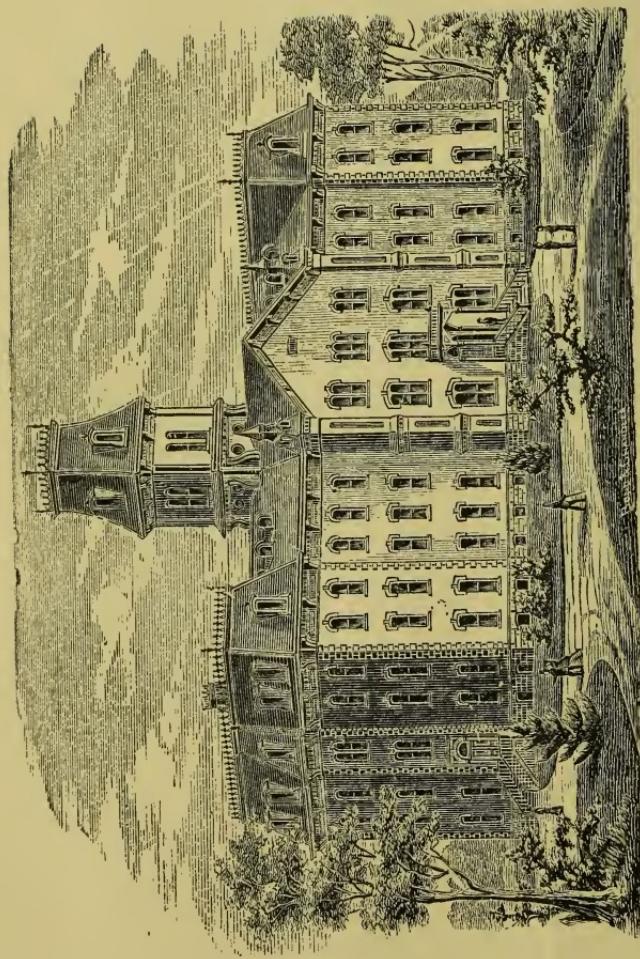
Sept.	10	Thursday	Fall Term begins
Sept.	10-11	Thursday and Friday	Entrance Examinations.
Nov.			Thanksgiving Recess.
Dec.	16	Wednesday	Fall Term ends.

VACATION, TWO WEEKS.

1875			
Jan.	4	Monday	Winter Term begins.
Feb.	16		Univer'ty Day—Chart. Anniv'y.
March	24	Wednesday	Winter Term ends.

VACATION, ONE WEEK.

April	1	Thursday	Spring Term begins.
June	23	Wednesday	Commencement.



THE
REGISTER AND CATALOGUE
OF THE
UNIVERSITY OF NEBRASKA,

LINCOLN, NEBRASKA.

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FOURTH SESSION, 1874-5.  
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LINCOLN, NEB.:
JOURNAL COMPANY, STATE PRINTERS.

1875.

ORGANIZATION OF THE UNIVERSITY.

By an act of Congress, approved April 19, 1864, in words as follows: That seventy sections of land (44,800 acres) shall be set apart and reserved for the use and support of a State University, and to be appropriated and applied as the Legislature may prescribe, for the purpose named, and for no other purpose; and by virtue of an act of the Legislature, approved February 15, 1869, accepting the donation of 90,000 acres of land, granted by Congress of the United States to the State of Nebraska, for the purpose of endowing a College for the "benefit of Agriculture and the Mechanic Arts," the State became entitled to the aforesaid land, to be used in establishing and supporting a State University and Agricultural College.

By an act of the Legislature, approved February 15, 1869, the Regents were authorized to establish a University, consisting of six departments or colleges.

1. A College of Ancient and Modern Languages, Mathematics, and Natural Science.
2. A College of Agriculture.
3. A College of Law.
4. A College of Medicine.
5. A College of Practical Science, Mechanics, and Civil Engineering.
6. A College of Fine Arts.

In conformity to this law, the Regents, February 7, 1871, resolved to open the first department of the University in the fall, and on the 4th of April they selected a corps of competent and experienced professors, and fixed the time of opening, Thursday, September 7, 1871.

In order to increase the usefulness of the University, and to provide instruction by a tutor, a Latin School was organized, in which students, not fully qualified for the college classes, may receive instruction. This school will be discontinued as soon as practicable.

BOARD OF REGENTS.

MEMBERS EX-OFFICIO.

HIS EXCELLENCY SILAS GARBER, Governor
HON. J. M. McKENZIE, Sup't Public Instruction

MEMBERS ELECTED.

HON. WILLIAM ADAIR,	Dakota
HON. URIAH BRUNER,	West Point
HON. B. H. BARROWS,	Omaha
HON. ALEXANDER BEAR,	Norfolk
HON. CHAS. A. HOLMES,	Tecumseh
HON. E. M. HUNGERFORD,	Orleans
HON. W. D. SCOTT,	Rulo
COL. J. W. SAVAGE,	Omaha
HON. S. J. TUTTLE,	Lincoln

OFFICERS OF THE BOARD.

HIS EXCELLENCY SILAS GARBER, President
REV. H. T. DAVIS, Secretary

UNIVERSITY FACULTY.

ALLEN R. BENTON, A.M., LL.D.,
Chancellor, and Professor of Intellectual and Moral Science.

SAMUEL AUGHEY, A.M., PH. D.,
Dean of the Faculty of Literature and Sciences, and Professor of Chemistry and Natural Sciences.

O. C. DAKE, A.M.,
Professor of Rhetoric and English Literature.

S. H. MANLY, A.M.,
Professor of Greek Language and Literature.

H. E. HITCHCOCK, A.M.,
Professor of Mathematics.

GEORGE E. CHURCH, A.M.,
Professor of Latin Language and Literature.

S. R. THOMPSON, A.M.,
Dean of the Agricultural College, and Professor of Theoretical and Practical Agriculture.

GEORGE E. BAILEY, B.S.,
Tutor in Chemistry and Physics.

THE UNIVERSITY AND THE STATE.

THE University of Nebraska is constituted by law a part of the educational system of the state. It owes its existence to the same authority which has given to the state its system of common schools, and its interests have been lodged in the hands of a Board of Regents, elected by the legislature.

It was, no doubt, the intention of those accepting the various grants of land made by the United States, to make the University the crowning work of the school system of the state—that it should sustain a close and vital relation to the high schools and the common schools, which may be by law established.

With wise forecast it aims to secure to all the members of the commonwealth, who may avail themselves of its generous provisions, an opportunity for the most liberal culture in literature, science, and the arts, and in such technical courses as shall from time to time be established. These advantages are afforded to all citizens of the commonwealth free of charge for tuition, without regard to sex or race, on condition of possessing the intellectual and moral qualifications requisite for admission.

With this liberal provision for the educational needs of citizens, and extending a cordial hospitality to students from other states, the University has entered upon the work for which it was founded.

UNIVERSITY DEPARTMENTS.

By the act of the legislature constituting the University, provision is made for establishing six departments or colleges.

Already two departments have been organized: first, that of Literature, Science, and Art; second, that of Agriculture. In the first there are four courses of study of four years each; and in the second there are two courses, one of three years, and a course of one year. In the College of Literature, Science and Art, the courses are the Classical, the Scientific, the Latin Scientific, and the Greek Scientific.

Students who do not design to complete either of these courses will be admitted to the University, provided they are prepared to pursue the studies of the University classes.

DEPARTMENT OF LITERATURE, SCIENCE, AND ART.

I.

CLASSICAL COURSE.

Candidates for admission to the Freshman Class in the Classical Course should be at least sixteen years of age, and must give satisfactory evidence of good moral character. The requirements for admission to this class will be the studies of the Latin School, or their equivalent.

II.

THE LATIN OR GREEK SCIENTIFIC COURSE.

In the Latin and Scientific Course candidates will be examined in all the studies required for the Classical Course, including German in place of Greek. The Latin read is the same as in the Classical Course, and in place of Greek ten terms' study is required in German and French.

University of Nebraska.

In the Greek and Scientific Course, such as wish to substitute the Greek of the regular Classical Course for the Latin are permitted to do so.

III.

THE SCIENTIFIC COURSE.

The requirements for admission to the Freshman Class, in the Scientific Course, are the studies of the Latin School (except Latin and Greek).

It is greatly desired, however, by the Faculty, that students in this course take the amount of Latin prescribed in the Latin School as a preparation for their English studies. This Latin will be taken as an equivalent for the same number of terms' study in the Scientific Course.

IV.

SELECTED STUDIES.

Special students will be admitted to the various University courses of study, selecting such studies as they may prefer, with the advice and under the direction of the Faculty. Such students will be classified as University students.

For proficiency in any department, a certificate may be given by the Professor; but no degree will be conferred except on completion of one of the prescribed courses.

V.

FORM OF APPLICATION.

A blank form, accompanied by a notice of the mode of procedure, is furnished to each student; this must be properly filled, and after examination must be returned to the Chancellor, who will give to such as pass examination a card of admission to the classes of the University.

University of Nebraska.

DEGREES.

(1.) The degree of Bachelor of Arts is conferred on students who complete the Classical Course and pass the examination in the same.

(2.) The degree of Bachelor of Philosophy is conferred on students who complete either the Latin and Scientific, or the Greek and Scientific course, and pass the examination in the same.

(3.) The degree of Bachelor of Science is conferred on students who complete the Scientific Course, and pass the examination in the same.

(4.) The degree of Master of Arts, or Master of Science, is conferred respectively on Bachelors of Arts or of Science, who shall pursue a post-graduate course of study for one year under the direction of the Faculty, or upon graduates of three years' standing who shall have been engaged during that time in literary, scientific or professional studies.

(5.) Honorary degrees will be conferred on such persons as, in addition to fair scholarship, have attained eminence in literature, science, or professional life.

LIBRARY.

The Library of the University is composed of books selected with care to meet the wants of students. Almost every department of literature is represented in the selections already made. The library is open every day for two hours for consultation, and certain classes are allowed to take books for use at their rooms. It is required by law that an annual appropriation be made by the Board to increase the number of books in the library. There is also attached to the library a well arranged reading room, supplied with newspapers and leading magazines of the day. The library and reading room are open to all students free of charge.

University of Nebraska.

APPARATUS.

The University is supplied with extensive and entirely new apparatus in both the departments of Chemistry and Physics. It is the aim of the University to illustrate every important principle in physics by suitable apparatus; in the chemical laboratory there is ample provision made for illustrative experiments, and for instruction in practical and analytical chemistry. The conveniences and completeness of the laboratory are equal to any in the country. Each student is furnished with a given amount of chemicals free of charge; beyond that he is required to pay the cost of the material used. Considerable additions have been made to the conveniences and material of the laboratory during the past year.

CABINET AND MUSEUM.

A spacious room has been set apart for the use of the Cabinet and Museum, and already between seven and eight thousand choice specimens have been secured. It is the purpose of the Board to place in the Cabinet a superior collection of marine shells.

The Herbarium is already furnished with more than seventeen hundred different species of the flora of this state, and additions will be made to this valuable and rare collection every year.

The Cabinet of Entomology already contains about three thousand specimens, affording large facilities for illustrating insect life as existing in this state.

A contribution of models from the Patent Office has been placed in the Museum, and also interesting relics from the state.

Friends of the University can greatly assist us in making additions rapidly to our Cabinet and Museum by forwarding to us choice specimens of rocks, or relics found in various parts of the state.

COURSE OF STUDY DESCRIBED.

I.

INTELLECTUAL AND MORAL PHILOSOPHY.

A. R. BENTON, A.M., Chancellor.

The classes in Intellectual and Moral Philosophy will be taught the first and second terms of the senior year. In addition to the text books used, a course of lectures will be given on the History of Philosophy, and essays and discussions on the subject treated will be required of the class.

Haven's text books are used.

Books of reference in the library are : Reid's Works, Stewart's, Hamilton's, Cousin's, and Lewes's.

II.

GREEK LANGUAGE AND LITERATURE.

Prof. S. H. MANLY, A.M.

Instruction in Greek extends through a period of four years.

Second Latin School Year—Harkness' First Book, two terms; Xenophon's *Anabasis*, one term.

Freshman Year—Xenophon's *Anabasis* (*Boise*) continued, one term; Herodotus, two terms; Homer's *Iliad* (*Boise*).

Sophomore Year—Homer's *Iliad*, continued; *Memorabilia* (*Robbins*); Thucydides (*Owen*).

Junior Year—Plato's *Gorgias* (*Woolsey*), one term; *Prometheus* (*Woolsey*), one term.

Recitations in Goodwin's and Hadley's Grammars will be required throughout the entire course, and two years in Arnold's Prose Composition, beginning with the Freshman year.

Books of Reference: Buttman's Greek Grammar, Anthon's Classical Dictionary, Smith's Dictionaries, Donaldson's New *Cratylus*,

University of Nebraska.

Bopp's Comparative Grammar, Grote's History of Greece, Fiske's Manual of Antiquities, Liddell and Scott's Lexicon.

Students can have access to all the books in the library of the University.

A complete set of Guyot's Classical Maps is supplied by the University, to which the student always has access.

Lectures will be occasionally given on the authors read, on Grecian Mythology and Literature, and on the Greek Drama.

III.

LATIN LANGUAGE AND LITERATURE.

Prof. GEO. E. CHURCH, A.M.

The study of Latin is begun at the University, and extends through a period of six years, apportioned as follows :

First Year—Allen & Greenough's Latin Grammar, and Leighton's Lessons and Readers.

Second Year—Cicero's Orations, Virgil's *Æneid*, Arnold's Prose Composition.

Freshman Year—Selections from Livy, Cicero's Essays and Letters, or Ovid, Arnold's Prose Composition completed.

Sophomore Year—Horace's Odes, Satires, and Epistles.

Junior Year—Tacitus—Germania and Agricola.

Senior Year—Quintilian's Institutes, or Select Comedies.

In addition to the above, frequent written exercises will be required, and at least two carefully prepared essays from each student on portions of the authors read, or on topics suggested by the reading.

While the instruction will be chiefly by recitations, it will be accompanied by lectures, historical, exegetical, on the philosophy of the Latin language, on its literature, and on the public and private economy of Ancient Rome.

Allen & Greenough's series of text-books will be used in the classroom.

The College Library contains many valuable books of reference to which the student has ready access.

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IV.

ENGLISH LITERATURE AND RHETORIC.

Prof. O. C. DAKE, A.M.

This department embraces Structural Analysis, English in its various stages, Rhetoric, Logic, *Æsthetics*, and Literature. Instruction is imparted by the use of text-books and by class-room lectures.

In addition to the work indicated by the regular course of study, the following schedule exhibits the entire course of rhetorical exercises :

Freshman and Sophomore Years—Four original essays, with declamation, each term.

Junior Year, First Term—Three themes and declamation.

Second Term—Readings from English Classics, and declamation.

Third Term—Three themes and declamation.

Senior Year, First Term—Readings from English Classics.

Second Term—Two original orations, one of which shall be pronounced before the Faculty and students, in the chapel of the University.

The University library abounds in valuable books of reference, to which the student has access. Among these may be mentioned the poets and dramatists, Marsh's Lectures, Muller's Lectures, Trench's works on English, Alford and Moon on English, Carson and Latham, Chambers' Cyclopedias of Literature, Hamilton's Logic and Metaphysics, J. S. Mill's works, Mansel's Limits of Thought, Taine's Lectures, Campbell's Philosophy of Rhetoric, Coleridge's Works, etc., etc.

V.

MATHEMATICS.

Prof. H. E. HITCHCOCK, A.M.

The leading aim of the instruction in this department is thoroughness, and to develop the power of original investigation. The

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course will be made as extensive as is consistent with this aim. Particular attention will be given to Algebra and Special Geometry; and in the study of these branches the student will be required constantly to apply the principles already acquired to the original solution and demonstration of general problems and theorems.

The study of General Geometry and the Calculus is made optional, in all courses excepting the Scientific, from the fact that those students who, through lack of taste or ability, are not likely to gain a clear understanding of the principles of those subjects, will derive more benefit from other studies than from the memorizing of their rules and formulæ. The course of study, in addition to the course in the Latin school, is as follows:

Latin School, Second Year—Plane Geometry, one term.

Freshman Year—Solid Geometry, one term; Higher Algebra, one term.

Sophomore Year—Trigonometry, one term; and Surveying, one term; General Geometry and Calculus, two terms.

Junior Year—Applied Mathematics, Physics, two terms; Astronomy, one term.

For the present the following text books will be used: Olney's Algebras, Loomis's Geometry, Trigonometry and Calculus, Snell's Olmsted, and Loomis's Astronomy.

The College library contains books of reference upon the subjects belonging to this course, to which the students have daily access.

The University is well supplied with apparatus for the illustration of most of the subjects in Natural Philosophy.

VI.

PHYSICAL AND NATURAL SCIENCES.

Prof. SAMUEL AUGHEY, A.M., PH. D.
G. E. BAILEY, B.S., Tutor.

The object of this department is not merely to teach the facts of nature, but the laws and principles that condition the phenomena of the material universe.

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I. PHYSICAL SCIENCES.

There is an elementary and an advanced course in the Physical Sciences. The former, which extends through two terms of the Latin school, is designed for such students as are taking a short course of study. The regular class extends through the first two terms of the Junior year.

A chemical lecture room, laboratory, and a large cabinet are provided, so that every principle or fact may be fully illustrated.

The regular course in Chemistry for scientific students extends through the Sophomore year. Daily laboratory practice is given during the second and third terms. Apparatus and re-agents are furnished to each student to work out practically all the chemical problems that present themselves in this study.

Instruction is given by text-books, lectures, and illustrations in the laboratory.

2. NATURAL SCIENCES.

In Botany, Gray's text books are used, accompanied by the use of the large herbarium in the cabinet, and by full instructions from fresh specimen plants, and with excursions into the prairies and woods in order to observe the habits of the flora of this region.

A portion of every recitation during the latter half of the spring term is devoted to the analysis of plants.

In Zoology, Agassiz' text books are used, accompanied with lectures on Classification and Comparative Anatomy.

In Geology, instruction will be given chiefly by lectures and illustrations from specimens in the cabinet, and by field work. The text book is Dana's Manual of Geology.

Mineralogy is taught by lectures, Dana's text book, and by the analysis of rocks.

In Meteorology, Loomis's text book is used accompanied by lectures on this and related subjects.

Physical Geography is taught in daily recitations from Guyot's text-book during the second term of the second Latin school year.

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VII.

THE GERMAN LANGUAGE.

The classical students are permitted to choose between German and French, and provision is made for them in this course during the whole of the Junior and Senior years. In the Latin or Greek Scientific Course students are required to study German seven terms.

After the first year, German is employed in the class-room as the medium of instruction. The following text books are used :

First Year—Comfort's Course in German, Evans' Otto's German Reader.

Second Year—Whitney's Grammar, Schiller's Maid of Orleans, Goethe's Iphigenia, Lessing's Nathan the Wise.

Third Year—Selections from the German critics and philosophers.

In the Classical Course, German is begun in the junior, and in the Scientific, in the second preparatory year.

For the present, Professors Aughey and Church will give instruction in German.

THE FRENCH LANGUAGE.

It is proposed to make the student master of idiomatic construction in French, and to read with him such writers as Racine, Fénélon, Mme. De Staél, etc. The elementary course adopted is that of Fasquelle, whose method, and its auxiliaries, are believed to be unsurpassed, if not unequalled.

Prof. Dake will temporarily instruct the classes of this department in the Junior year.

LATIN SCHOOL.

ADMISSION.

Applicants for admission to the Latin School should be at least fourteen years of age; must be of good character, and must pass satisfactory examinations in reading, spelling, and descriptive geography.

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Students will be admitted to the school at any time on passing the required examination, but it is greatly preferred that they present themselves for examination at the beginning of the year, or at least on the first day of each term. Unless for special reasons, students will be required to select one of the courses of study prescribed; but such as can pass examination in any study of this grade will be allowed to take another in its place.

The following text books are used in the Latin School:

Allen and Greenough's Latin Grammar, Leighton's Lessons and Reader, Chase and Stuart's Latin Classics, Cæsar, Cicero, and Virgil; Goodwin's Greek Grammar, Harkness' Greek Introduction, Comfort's German Course, Evans' Otto's German Reader, Harvey's English Analysis, Anderson's U. S. History, Wilson's Outlines of History, Liddell's Rome, Smith's Grecian History, Stoddard's Complete Arithmetic, Olney's Algebra, Loomis's Geometry, Gray's Elements of Botany, Guyot's Physical Geography, Rolfe's Hand-book of Chemistry, Rolfe's Hand-book of Philosophy.

COURSE OF STUDY.

CLASSICAL COURSE.

FRESHMAN.

- First Term*—1. Greek : Anabasis, Greek Composition.
2. Latin : Cicero's De Amicitia, Composition.
3. Mathematics : Solid Geometry.
4. Rhetoricals.
- Second Term*—1. Greek : Herodotus.
2. Latin : Livy, Latin Composition.
3. Mathematics : Higher Algebra.
4. Rhetoricals.
- Third Term*—1. Greek : Homer's Iliad, Composition.
2. Science : Structural Botany.
3. Science : Physiology.
4. Rhetoricals.

SOPHOMORE.

- First Term*—1. Greek : Homer's Iliad.
2. Science : Chemistry, Inorganic.
3. Mathematics : Trigonometry.
4. Rhetoricals.
- Second Term*—1. Greek : Memorabilia, Composition.
2. Latin : Horace's Odes.
3. Mathematics : Analytical Geometry, or Organic Chemistry.
4. Rhetoricals.
- Third Term*—1. Greek : Thucydides.
2. Latin : Horace, Satires and Epistles.
3. Mathematics : Calculus, or Analytical Chemistry.
4. Rhetoricals.

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SCIENTIFIC COURSE.

FRESHMAN.

- First Term*—1. Modern Language: German.
2. History: Modern History.
3. Mathematics: Solid Geometry.
4. Rhetoricals.
- Second Term*—1. Modern Language: German.
2. English: Mulligan's Structure of English Language.
3. Mathematics: Higher Algebra.
4. Rhetoricals.
- Third Term*—1. Modern Language: German.
2. Science: Structural Botany.
3. Science: Physiology.
4. Rhetoricals.

SOPHOMORE.

- First Term*—1. Modern Language: German.
2. Science: Chemistry, Inorganic.
3. Mathematics: Trigonometry.
4. Rhetoricals.
- Second Term*—1. Geometrical Drawing.
2. Science: Organic Chemistry.
3. Mathematics: Analytical Geometry.
4. Rhetoricals.
- Third Term*—1. Perspective Drawing.
2. Mathematics: Calculus.
3. Science: Analytical Chemistry.
4. Rhetoricals.

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CLASSICAL COURSE—*Continued.*

JUNIOR.

- First Term*—1. Latin : Tacitus.
2. Science: Physics.
3. English: English Literature.
Elective. 4. French or German.
5. Themes.

- Second Term*—1. Greek: Plato, Gorgias.
2. Science: Mechanics.
3. Logic.
4. Craik's English of Shakspeare.
Elective. 5. Modern Language: French or German.
6. Readings.

- Third Term*—1. Science: Astronomy.
2. English: Rhetoric.
3. Readings in Chaucer.
4. Greek: Greek Tragedy.
Elective. 5. French or German.
6. Themes.

SENIOR.

- First Term*—1. Philosophy: Psychology and History of Philosophy.
2. Science: Geology.
3. Greek Tragedy.
4. Constitution of United States.

- Elective.* 5. French or German, or Butler's Analogy.
6. Readings.

- Second Term*—1. Philosophy: Moral Philosophy.
2. History: History of Civilization.
3. Latin: Quintilian.
4. Ethics: Political Economy.
5. Orations.

- Third Term*—1. Science: Meteorology.
2. Æsthetics: Criticism.
3. Science: Zoology.
Elective. 4. Latin: Terence, Elective, with Meteorology or Zoology.

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SCIENTIFIC COURSE—*Continued.*

JUNIOR.

- First Term*—1. Modern Language: French.
2. Science: Physics.
3. English: English Literature.
4. Themes.

- Second Term*—1. English: Logic.
2. Craik's English of Shakspeare.
3. Science: Mechanics.
4. Modern Language: French.

- Third Term*—1. Science: Astronomy.
2. English: Rhetoric.
3. Readings in Chaucer.
4. Modern Language: French.
5. Themes.

SENIOR.

- First Term*—1. Philosophy: Psychology and History of Philosophy.
2. Science: Geology.
3. Constitution of United States.

- Elective. 4. Physical Geography, French, German, Broutler's Analogy.
5. Readings.

- Second Term*—1. Philosophy: Moral Philosophy.
2. History: History of Civilization.
3. Science: Mineralogy.
4. Ethics: Political Economy.

- Elective. 5. German, French, or Com' Physical Geography.
6. Orations.

- Third Term*—1. Science: Meteorology.
1. Æsthetics: Criticism.
3. Science: Zoology.

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LATIN SCHOOL.

FIRST YEAR.

FIRST TERM.

Classical.

1. Latin Grammar.
2. English Grammar.
3. Higher Arithmetic.

Scientific.

1. Elements of Chemistry.
2. English Grammar.
3. Higher Arithmetic.

SECOND TERM.

- | | |
|-------------------------------|---------------------------|
| 1. Latin Grammar and Lessons. | 1. English Analysis. |
| 2. Higher Arithmetic. | 2. Higher Arithmetic. |
| 3. United States History. | 3. United States History. |

THIRD TERM.

- | | |
|-------------------------|-------------------------|
| 1. Cæsar. | 1. Elements of Physics. |
| 2. Elements of Algebra. | 2. Elements of Algebra. |
| 3. Ancient History. | 3. Ancient History. |

SECOND YEAR.

FIRST TERM.

- | | |
|------------------------|------------------|
| 1. Cicero's Orations. | 1. Book-keeping. |
| 2. Greek Introduction. | 2. German. |
| 3. Algebra. | 3. Algebra. |

SECOND TERM.

- | | |
|-----------------------------|--------------------------|
| 1. Virgil. | 1. Physical Geography. |
| 2. Greek Introduction. | 2. German. |
| 3. Greek and Roman History. | 3. Greek and Roman Hist. |

THIRD TERM.

- | | |
|--------------------|------------------------|
| 1. Virgil. | 1. German. |
| 2. Anabasis. | 2. Elements of Botany. |
| 3. Plane Geometry. | 3. Plane Geometry. |

CATALOGUE OF STUDENTS.

JUNIORS.

GEORGE E. HOWARD	.	Laona
JOHN F. E. MCKESSON	.	Lincoln
WILLIAM H. NEEDHAM	.	"
CLARENCE W. RHODES	.	"
Alice Frost	.	"

SOPHOMORES.

ALLEN W. FIELD	.	Yankee Hill
EDWARD P. HOLMES	.	Nebraska City
FRANCIS M. LAMBERTON	.	Salem
HENRY McBROOM	.	Logan
WILLIAM A. McALLISTER	.	Columbus
JOHN L. SHANK	.	Red Oak, Ia.
WILLIAM C. SHOWALTER	.	Washington, Ia.

FRESHMEN.

HOWARD W. CALDWELL	.	Grant
SAMUEL S. ENGLISH	.	Lincoln
AMOS E. GANTT	.	Nebraska City
SAMUEL ROBBINS LITTLE	.	Lincoln
JAMES C. MILLER	.	Papillion
WILLIAM E. MILLER	.	"
GEORGE S. W. ROBERTS	.	Owatonna, Min.
WELLINGTON P. RHODES	.	Lincoln
HENRY H. WILSON	.	Ashland
FLORA B. ALEXANDER	.	Lincoln
IDA BUNKER	.	Mechanicsburg, O.
MOLLIE CARTER	.	Lincoln
EMMA R. FUNKE	.	"
THERESA GRAHAM	.	"
MADGE G. HITCHCOCK	.	"
ADA J. IRWIN	.	"
CORA THOMAS	.	"

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UNIVERSITY STUDENTS.

JOHN F. CORNELL	.	Salem
GEO. M. HAWLEY	.	Milan, O.
CLEMENT A. HARDY	.	Lincoln
W. H. D. LEWIS	.	"
CHARLES N. LITTLE	.	"
CLAUDE V. MARTIN	.	New Haven, Ct.
GEORGE M. MONTGOMERY	.	Lincoln
WILLIAM WILSON	.	Ashland
CHARLES C. SNOWDEN	.	Lincoln
TILLIE CREEGAN	.	York
PHEBE CARTER	.	Lincoln
LILLIE S. FISHER	.	"
RUTH L. HAWLEY	.	Milan, O.
ADA HURLBUT	.	Lincoln
KATE MONELL	.	"
HATTIE L. SLAUGHTER	.	"
MARY H. WILLIAMS	.	Kenesaw
EMMA L. WILLIAMS	.	"
LOUISA YARD	.	Lincoln

LATIN SCHOOL.

SECOND YEAR.

LUCIUS B. CHURCH	.	Brownville
UHRLANDT P. MERILL	.	Lincoln
GEORGE M. STURDEVANT	.	Eldred
JAMES O. STURDEVANT	.	"
JAMES H. WORLEY	.	Valparaiso
MARY DAMROW	.	Lincoln
MAY V. SCOTT	.	"

FIRST YEAR.

HOWARD BENTON	.	Lincoln
JOSEPH H. BLAKESLEE	.	"
ERNEST E. BEECHER	.	Exeter

University of Nebraska.

STILLMAN M. BENNER	Lincoln
BUCHANAN F. CADY	Republican City
CHARLES W. CADMAN	Lincoln
ARCH CADMAN	"
JAMES L. COLVIN	Plattsmouth
TIMOTHY B. CLARK	Weeping Water
JULIAN CONGER	Lincoln
CHARLES R. DAVIS	Crounse
HERBERT A. ENSIGN	Lincoln
EDWARD F. EWAN	Grant
EDGAR R. FULTON	Falls City
CHARLES E. FAIRBANKS	Lincoln
CHARLES S. FROST	"
FRANK E. FOX	Grand Island
ROBERT T. HOLT	Falls City
LOUIS R. HILLS	Lincoln
WABERN HEDGES	Valparaiso
WASHINGTON M. HAIR	Syracuse
ANSON U. HANCOCK	Wahoo
ALBERT JOYCE	Dakota
LORIN V. KENNEDY	Eight Mile Grove
JOHN E. LEESLEY	Plattsmouth
WILLIAM J. MCPHERSON	Republican City
ROYAL QUEEN	Lincoln
FREDERICK O. MORTON	Ashland
JOHN F. MCKESSON	Lincoln
CHARLES L. MCKESSON	"
S. D. MOORE	Byron, Ill.
GEORGE P. REYNOLDS	Saltillo
WILLIAM O. RIDDLE	Logan, Ia.
ROBERT ROGGENKAMP	Bennett
CLARENCE F. SCOTT	Rulo
CHARLES E. STRATTON	Ashland
LUCIEN S. TUTTLE	Seward
FREE THOMAS	Red Willow
EDWIN P. UNANGST	Lancaster Co.
WILLIAM WESTOVER	"
WILLIAM H. C. WOODHURST	"
LILLIE M. ALEXANDER	Lincoln
FLORENCE V. BRISCOE	Oak Creek

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EDITH L. BROWN	Lincoln
SADIE E. BLAKESLEE	"
GENEVA C. BROWN	Plattsmouth
LAURA BALLARD	Seward
SADIE BARRETT	Lincoln
MARY C. CREEGAN	York
ANNA CONGER	Lincoln
MATTIE J. CHAMPLIN	Poultney, Vt.
ELIZABETH DAVIS	Crounse
SUSIE E. DAVIS	Lincoln
MARY M. FOSS	Swan City
FLORA E. FROST	Lancaster Co.
JENNIE D. FIELD	"
ELMA J. HAWLEY	Milan, O.
ELIZA P. MEAD	Exeter
CLARA E. MONTGOMERY	Lincoln
LOUIE NICHOLSON	"
EMILY SEWALL	"
LIZZIE WESTOVER	Lancaster Co.

AGRICULTURAL COLLEGE.

FACULTY.

A. R. BENTON, A.M., LL.D.,
Chancellor.

S. R. THOMPSON, A.M.,
Professor of Agriculture and Superintendent of the Farm.

SAMUEL AUGHEY, A.M., PH.D.,
Professor of Agricultural Chemistry and Natural Sciences.

G. E. BAILEY, B.S.,
Tutor in Chemistry and Physics.

ANDERSON ROOT,
Foreman of the Farm.

HARVEY CULBERTSON,
Foreman of the Garden.

The design of this department is to make good, practical scholars, and enterprising, successful farmers. The course of instruction is both theoretical and practical. The theoretical part includes a careful study of those sciences whose principles underlie and condition all correct agricultural practice. The practical will be imparted by showing how the principles of science may be applied to the art of farming; and, more particularly, by requiring the student to take part in all kinds of farm work until he becomes familiar with approved methods.

In arranging the accompanying course of study several things have been taken into account: 1—Prominence is given to the sciences in proportion to the directness of their relation to farming; 2—The effort is made to give the student year by year such knowledge and skill as will be of the greatest value to him should he leave college before completing his course.

There are two courses of study: 1—A four years' course, which runs nearly parallel to the scientific course of the academic depart-

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ment; 2—A shorter course, which may be completed in from three to six terms, according to the student's advancement when he enters. This is intended to accommodate such students as have not time to take a full course, or who wish to pursue technical agricultural studies exclusively.

It will be observed that, while there are three terms of study each year, but two of them—the spring and fall—correspond to the terms in the academical department, the third term being taught in the summer. The design of this arrangement is to retain the students on the farm during the growing season, when the means of instruction are most abundant and available, and when much more remunerative employment can be furnished than in the winter. Under this arrangement, students who are qualified can engage in teaching district school during the winter. It is believed that in this way, many enterprising and industrious young men will be enabled by their labor to pay their entire necessary expenses during the year.

The following is a brief synopsis of the leading topics in the subjects studied. The entire course, arranged by terms, will be found on succeeding pages.

Preliminary Studies.—Arithmetic and English Grammar are reviewed; the elements of Chemistry, Natural Philosophy, and Botany studied one term each.

Farm Economy.—Laying out farms, fencing, improving; construction of farm buildings, houses, barns, ice-houses, stables, henries, piggeries, etc.; construction, repair, care, and use of farm implements and machinery; history, varieties, and mode of cultivation of farm crops.

Practical Agriculture.—The physical condition of the soil as regards absorptive, retentive, and adhesive power; its relations to heat, light, and moisture; its mechanical preparation, means of pulverizing, of securing dryness in wet soils and moisture in dry ones; adaptation of crops to particular soils; succession and rotation of crops; preparation of the soil for particular crops.

Vegetable Physiology.—This subject is introduced by three months' study of Botany, and six weeks devoted to the study of the chemical composition of plants and plant products. It includes a particular study of the organs of growth and their manner of action, the germination of seeds, vitality of seeds, means of preserving vegetable products, hybridization, production of new varieties. It is followed by one term's study of vegetable nutrition—how crops

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draw their sustenance from the soil and the air—how their growth may be promoted by artificial means, such as manures, irrigation, etc.

Anatomy and Physiology of Domestic Animals.—One term is devoted to Human and General Physiology, and one to the particular study of the organs of mastication, digestion, assimilation, secretion, excretion, reproduction in the various domestic animals, together with the diseases to which they are liable.

To illustrate this department, the college has procured a human skeleton, and skeletons of a horse and cow.

Stock Breeding—Is studied in the light of anatomy and physiology as well as of experience. Students will be taught to be familiar with the principal breeds of domestic animals, their points, history, and peculiarities; the care of animals, their fattening and improvement. The material for illustration in this department consists in part of a male and female of each of the following breeds of cattle: Devons, Shorthorns, Ayrshires, and Galloways; also Berkshire, Essex, and Poland China swine, and five varieties of pure bred poultry. Additions will be made to this stock as fast as the funds of the institution will allow.

Bee Keeping.—There are now on the farm some stands of bees. Students will be carefully instructed in the most approved principles and practice of this art.

Keeping Farm Accounts.—A term of three months is devoted to book-keeping. Students will be carefully instructed in the use of all business forms and approved methods of keeping farm accounts.

Mechanical Physics.—The laws of force and motion applied to the use of farm machinery and farm work; mode of conducting water in pipes, stability of structures, construction of wagon roads and bridges.

Arboriculture.—Peculiarities of different kinds of trees; adaptation to different localities; saving seed, planting seed, cultivation of young plants; other methods of propagating plants; layering, cutting, grafting, budding, inarching, etc.; care of trees in the nursery, in the field; pruning—objects, limitations, and methods; for symmetry, for fruit.

Horticulture.—Classification, habits, mode of growth, and methods of cultivating all kinds of garden vegetables and fruits; keeping varieties pure; construction and management of hot-beds, greenhouses, and graperies.

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Landscape Gardening.—Application of the laws of beauty and a cultivated taste to the laying out of public and private pleasure grounds, parks, etc.; planting of trees, grouping of trees.

The Chemical Instruction is designed to be extended and complete, including—

- (1.) A course in Elementary Chemistry, inorganic and organic.
- (2.) The application of chemical science to agriculture.

This course includes instruction in the constituents and analytical composition of soils and cultivated plants, the constituents and chemical agencies of the atmosphere and of water, and the composition of manures.

A course in agricultural Chemical Analysis is also given. Apparatus to illustrate every department of this subject is abundantly supplied.

Botany.—Gray's text books are used for class work, along with the specimen plants preserved in the herbarium, or freshly gathered from the fields.

Special attention is given to Structural Botany, vegetable pathology, injurious weeds, and a knowledge of crops cultivated for food and for technical purposes.

Entomology.—Under this topic special attention is given to the study of insects injurious to vegetation, and all known means of guarding against their ravages pointed out.

Geology.—In addition to the usual elementary instruction which is given in this science, special care is taken to teach the Geology of agriculture. This embraces the formation of soils, their chemical, physical, and economic character, their suitability to different kinds of crops, and the principal geological features of various portions of the United States as affecting soil and productions. The Cabinet of the University affords specimens for illustrating the principles involved in the instruction of this department.

THE FARM

Contains three hundred and twenty acres of good land, all under improvement, is well situated, and admirably adapted to the wants of an agricultural school. It is now supplied with a complete outfit of teams and implements for cultivation.

The greater part of the farm will be carried on in such a way as

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to show the working plans of a good farm managed with a view to profit.

It is not intended to furnish here a model which every student is expected to imitate, but rather, by bringing under the daily observation of the students a good, progressive, improving, well managed farm, to furnish them hints and suggestions which they can use in after life. As far as possible the work is done by the students, who are paid for their labor just what it is worth in this market.

THE EXPERIMENTAL DEPARTMENT.

A certain portion of the farm and garden is set apart for trying experiments in the cultivation of different kinds of crops and plants. This part will be managed with a view to the discovery of new and improved methods of carrying on farm work, and also the development of the fundamental principles—the scientific basis of all sound agricultural practice. And while we aim at the discovery of new agricultural knowledge, we will endeavour to teach students correct ideas of the importance of careful experiments, and to train them to habits of careful observation and study.

RECITATIONS.

Class recitations in *purely agricultural* studies will be either at the farm house or at the University building, as may be found most convenient. All *other* recitations will be made to the regular professors in the academical department. Thus students, while pursuing their agricultural studies, can take such other literary or scientific studies as they desire. By reference to the courses of study in the catalogue, it will be seen that students, taking the full course, will study agricultural studies about one-third of the time; literary and scientific studies about two-thirds.

Students in this department have the use of all the chemical, botanical, and philosophical apparatus of the University; and have access to the library on the same terms as other students. A small library of agricultural reference books will be kept at the farm house for the use of students. This library now contains over one hundred volumes.

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ADMISSION.

Candidates for a degree must pass an examination on entering the school. Those who enter the first year of the preparatory school need to have a good common school education.

Students who wish to study special branches, without reference to a degree, may enter at any time without examination.

Students not desiring to take the full course of studies can select such as they prefer. Those who may wish to give special attention to any particular department, as general horticulture, market gardening, or fruit growing, will be allowed every facility for so doing.

BOARDING AND EXPENSES.

Students in the Agricultural department will be boarded at the farm house for three dollars per week, including use of rooms, supplied with the following articles of furniture; stove, bedstead, table, two chairs, and a coal bucket. Students must furnish everything else. Students should bring with them bed-clothes and bedding (including straw ticks), pillows, towels, and whatever other room furniture they may wish. There is no provision for self boarding on the farm.

TUITION, BOOKS, ETC.

Tuition is FREE. Students pay at entrance a matriculation fee of five dollars. This is paid but once, no matter how long a student remains at the school.

Text books can be obtained at the usual prices. The entire expense for text books will be from three to five dollars per term.

As the number of rooms in the farm house is limited, students who wish to take advantage of this arrangement are requested to make their intentions known as soon as possible. During the first week of each term, students coming by cars will find a conveyance at the depot to bring them to the farm house free of charge.

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LABOR.

Students in this college will be required to work at least two hours each day for five days in the week, unless excused for good reasons. This labor will be paid for at the rate of from ten to fifteen cents an hour, according to the individual's skill and fidelity. Under this arrangement a faithful student may earn fully half his necessary expenses. When work can be furnished, students will be allowed the privilege of working for pay more than two hours a day, and of doing extra work on Saturday if he desires it.

This labor is designed to be educational in its character, and is planned with reference to illustrating and enforcing the lessons given in the class-room.

ADVANTAGES.

The Agricultural College now offers to the sons of farmers or to any who desire to engage in industrial pursuits a first-class English scientific and practical education, at such a moderate cost as brings it within the reach of every young man who has good health and even a moderate amount of energy and industry. No young man who is not ashamed or afraid to work need fear to undertake to work his way through.

At the farm house he can find a pleasant home, far enough from the city to be out of the way of its temptations to idleness and worse, and yet near enough to enjoy all its literary and public advantages. With all the advantages of quiet and retirement for study, the student has yet the opportunity to be part of a young and growing University.

CALENDAR.

The school year is divided into three terms.

1875. The fall term begins Thursday, September 9th, and ends Wednesday, December 15th.

1876. The spring term begins Thursday, April 1st, and ends Wednesday, June 23d.

1876. The summer term begins Monday, July 19th, and ends Friday, September 10th.

Persons desiring more detailed information in reference to the College, should write to the Dean of the Agricultural College, and they will receive a reply by mail.

COURSE OF INSTRUCTION.

FIRST YEAR.

Fall Term.—Higher Arithmetic.

Elementary Chemistry.

Elementary Grammar.

Spring Term.—Elementary Natural Philosophy.

Elements of Algebra.

Elements of Botany.

History of United States.

Summer Term.—Farm Economy:

Laying out and improving farms.

Planning farm buildings.

Construction, care, and use of farm implements and Machinery.

SECOND YEAR.

Fall Term.—Algebra, Complete.

Book-keeping—Bryant & Stratton.

Entomology.

Spring Term.—Plane Geometry.

General Physiology—Cutter.

Organic Chemistry—Johnson: five weeks.

Vegetable Physiology—How crops grow: remainder of term.

Summer Term.—Horticulture.

Arboriculture.

Anatomy and Physiology of Domestic Animals.

THIRD YEAR.

Fall Term.—Solid Geometry.

Stock Breeding.

Vegetable Nutrition: How Crops Feed—Johnson.

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Spring Term.—Zoology.

Agricultural Chemical Analysis.

Practical Agriculture—9 weeks: Physical condition and improvement of the soil, and its relation to vegetable growth; cultivation.

Bee-keeping—3 weeks.

Summer Term.—Landscape Gardening.

History of Agriculture and its relations to national welfare.

FOURTH YEAR.

Fall Term.—Trigonometry.

Physics.

Geology.

Constitution of United States.

Spring Term.—Physical Geography.

Field Surveying.

Rhetoric.

SHORTER COURSE.

FIRST YEAR.

Fall Term.—Arithmetic.

Elementary Chemistry.

English Composition.

Spring Term.—Elementary Natural Philosophy.

Vegetable Physiology.

Animal Physiology.

Summer Term.—Farm Economy.

Anatomy and Physiology of Domestic Animals.

SECOND YEAR.

Fall Term.—Book-keeping.

Entomology.

Stock Breeding.

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Spring Term.—Practical Agriculture.

Bee-keeping.

Meteorology.

Summer Term.—Horticulture.

Arboriculture.

Practical Agriculture.

In all subjects taught by lectures, students are required to reproduce the lecture, as far as practicable, in writing the next day. This is intended to secure freedom and readiness in writing, as well as to fix the subject matter in the mind.

CATALOGUE OF STUDENTS.

FOURTH YEAR.

HARRY CULBERTSON Moorefield, Ind.

THIRD YEAR.

CHARLES S. BRAINERD Grant

SECOND YEAR.

OTHO SCOTT Eight Mile Grove
(Deceased.)

FIRST YEAR

EDWARD C. BEALS Lincoln

CHARLES H. DAKE "

AMOS W. FOOTE Weeping Water

MILTON P. GUY Lancaster Co.

WARREN LOREE Falls City

HARVEY C. LOWRIE Camden

JOHN H. NICHOLSON Lincoln

GALEN C. PAXTON Falls City

FRANK M. REYMAN Grant

FRED. T. REED Nebraska City

GEORGE H. SIMMONS Omaha

HENRY M. WORLEY Valparaiso

SUMMARY OF STUDENTS.

DEPARTMENT OF LITERATURE, SCIENCE, AND ARTS.

Juniors	5
Sophomores	7
Freshmen	17
University Students	19
Second Year of Latin School	7
First Year of Latin School	62
	—
	117

DEPARTMENT OF AGRICULTURE.

Fourth Year	I
Third Year	I
Second Year	I
First Year	12
	—
Total	15
	—
	132

GENERAL INFORMATION.

POLICY.

It is the aim of the University to furnish facilities for education in every department of study, to every student in the state. By the sale of lands and by other means, provision will be made for the constant growth of the University, which, it is confidently expected, will equal the demands made upon it.

It is earnestly desired by the Faculty that students shall pursue some one of the courses of study prescribed, and select in addition such optional studies as they may be able to pursue.

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Each student will be required to take at least three daily studies or lectures, unless permitted by a vote of the Faculty to take a less number.

EXAMINATIONS.

At the close of each term there is a public examination of all the classes of the University, and the grade of scholarship is entered in the records of the University. No student can be passed in a study except on a satisfactory examination. The examinations are written.

ATTENDANCE AND GOVERNMENT.

The rules of the University require of every student punctuality at all stated exercises, including attendance at all the devotional exercises of the chapel.

All delinquencies are noted, and must be excused to the proper officers, and in case of flagrant offenses against good order, the Faculty will adjudicate the case under the By-Laws made by the Board of Regents for the government of students.

Students are not permitted to drop any study, or course of study, until after term examination, and then only with the consent of the Faculty.

Students are not allowed to absent themselves from town without permission from the Chancellor.

Students will be suspended or dismissed whenever, in the opinion of the Faculty, they are pursuing a course seriously detrimental to themselves or to the University.

Whenever the unexcused delinquencies of any student amount to ten in number, notice is given to the student, and to his parent or guardian; and, unless corrected to the satisfaction of the Faculty, such student ceases to be a member of the University.

Section 4 of the By-Laws of the University prohibits any student from frequenting any gaming house or saloon, from engaging in gambling, using intoxicating drinks, or doing anything inconsistent with good morals.

No student is permitted to neglect a call of the Chancellor, or of any Professor of a Faculty under which he is placed, but must

University of Nebraska.

attend without delay, and obey the direction of the Chancellor or Professor of the department to which said student belongs.

All injury to the building or property of the University is forbidden.

LITERARY SOCIETIES.

There are two Literary Societies—the Palladian and the Adelphian—in connection with the University, and under the supervision of the Faculty. Both societies have well furnished halls, and are valuable aids to the students in literary and rhetorical culture.

“HESPERIAN STUDENT.”

The *Hesperian Student*, a paper published by the students of the University, has been regularly issued during the year, and has been found especially useful as a means of communication with the public concerning the condition and work of the University.

TUITION AND BOOKS.

Tuition is *free* in all departments of the University. An entrance fee of \$5.00 is paid by every student at the time of his matriculation. Books are furnished at cost to the student.

BOARDING.

In addition to boarding in private families, the University, at its boarding hall, furnishes the table for students at \$2.75 per week. If the furnishing and care of rooms are desired, an additional sum is charged, generally amounting to about fifty cents per week. When students use the dormitory rooms, which are provided at a nominal rent, and board themselves, the cost is reduced to about \$1.50 per week.

Students who wish to take lessons in vocal or instrumental music in connection with their studies, will have facilities for doing so at the University, at the usual price for such instruction.

UNIVERSITY CALENDAR.

The University year is divided into three terms, with accompanying exercises, as follows:

1875		TIME	EXERCISE
June	20	Sunday P.M.	Baccalaureate Address
June	21	Monday Eve	Exhibition of Palladian Society
June	22	Tuesday, P.M.	Meeting of Regents
June	22	Tuesday Eve	University Address by A. S. Welch, Pres't. Iowa Ag. Coll.
June	23	Wednesday	Commencement
June	23	Wednesday Eve	Exhibition of Adelphian Society

SUMMER VACATION.

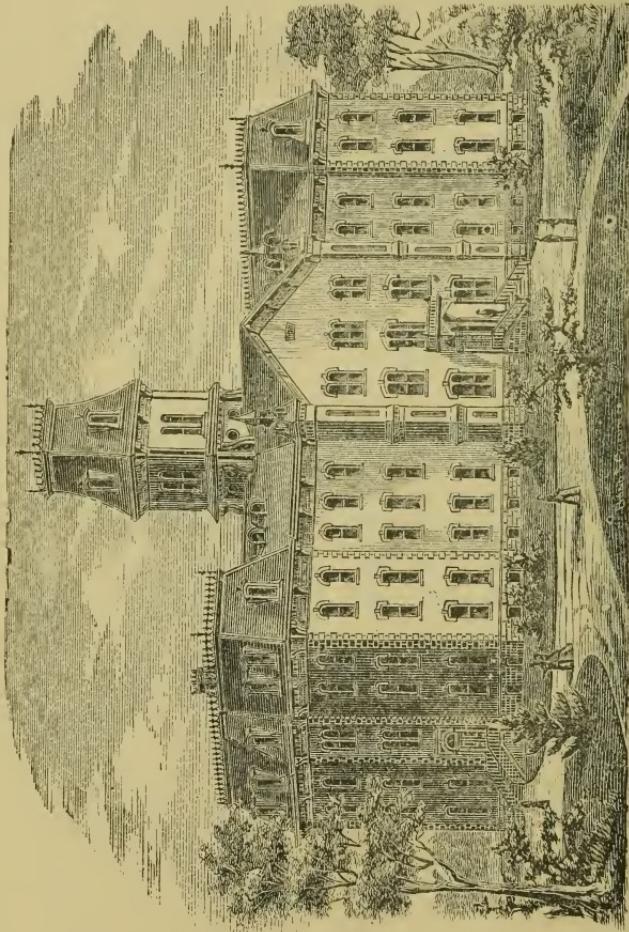
Sept.	9	Thursday	Fall Term begins
Sept.	9-10	Thursday and Friday	Entrance Examinations
Nov.			Thanksgiving Recess
Dec.	15	Wednesday	Fall Term ends

VACATION, TWO WEEKS.

1876		
Jan.	3	Monday
Feb.	16	
March	24	Wednesday

VACATION, ONE WEEK.

April	1	Thursday	Spring Term begins
June	23	Wednesday	Commencement



UNIVERSITY OF NEBRASKA, LINCOLN, NEB.

Ack'd.

FIFTH ANNUAL
REGISTER AND CATALOGUE

OF THE

UNIVERSITY OF NEBRASKA,

LINCOLN, NEBRASKA.

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*October, 1876.*  
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LINCOLN, NEB.:
JOURNAL COMPANY, STATE PRINTERS.
1876.

NOTE.—Hitherto the Catalogue of the University has been published near the close of the Academical Year; hereafter it will be published in October, and will represent the standing of those in the regular classes as it appears at the beginning of the Academical Year; and the attendance of the calendar year from the first of January preceding. This is the plan of the present issue.

By vote of the Regents the exercises in connection with the inauguration of the present chancellor are published herewith.

ORGANIZATION OF THE UNIVERSITY.

By an act of Congress, approved April 19, 1864, in words as follows: That seventy sections of land (44,800 acres) shall be set apart and reserved for the use and support of a State University, and to be appropriated and applied as the Legislature may prescribe, for the purpose named, and for no other purpose; and by virtue of an act of the Legislature, approved February 15, 1869, accepting the donation of 90,000 acres of land, granted by Congress of the United States to the State of Nebraska, for the purpose of endowing a College for the "benefit of agriculture and mechanic arts," the State became entitled to the aforesaid land, to be used in establishing and supporting a State University and Agricultural College.

By an act of the Legislature, approved February 15, 1869, the regents were authorized to establish a University, consisting of six departments or colleges.

1. A College of Ancient and Modern Languages, Mathematics, and Natural Science.
2. A College of Agriculture.
3. A College of Law.
4. A College of Medicine.
5. A College of Practical Science, Mechanics, and Civil Engineering.
6. A College of Fine Arts.

In conformity to this law, the regents, February 7, 1871, resolved to open the first department of the University in the fall, and on the 4th of April they selected a corps of competent and experienced professors, and fixed the time of opening, Thursday, September 7, 1871.

BOARD OF REGENTS.

MEMBERS ELECTED.

HON. WILLIAM ADAIR,	Dakota.
HON. L. B. FIFIELD,	Kearney.
HON. I. W. GANNETT,	Omaha.
HON. CHAS. A. HOLMES,	Tecumseh.
HON. S. P. MOBLEY,	Grand Island.
HON. S. J. TUTTLE,	Lincoln.

OFFICERS OF THE BOARD.

HON. S. J. TUTTLE,	President.
J. STUART DALES, Esq.,	Secretary.

UNIVERSITY FACULTY.

✓ EDMUND B. FAIRFIELD, D.D., LL.D.,
CHANCELLOR,
And Professor of Mental, Moral, and Political Philosophy.

H. E. HITCHCOCK, A.M.,
Dean of College Faculty, and Professor of Mathematics.

SAMUEL AUGHEY, A.M., PH.D.,
Professor of Natural Science.

GEORGE E. CHURCH, A.M.,
Professor of Latin Language and Literature.

GEORGE McMILLAN, A.M.,
Professor of Greek Language and Literature.

HIRAM COLLIER, A.M., LL.D.,
Professor of Chemistry and Physics.

GILBERT E. BAILEY, M.S.,
Tutor in Analytical and Agricultural Chemistry.

HARRINGTON EMERSON, A.M.,
Professor of Modern Languages.

EDGAR L. DUDLEY, 1ST LIEUT. U. S. A.,
Professor of Military Science and Tactics.

HARVEY CULBERTSON, B.A.,
Superintendent of the Farm, and Teacher of Agriculture.

THE UNIVERSITY AND THE STATE.

The University of Nebraska is constituted by law a part of the educational system of the State. It owes its existence to the same authority which has given to the State its system of common schools, and its interests have been lodged in the hands of a Board of Regents, elected by the people.

It was, no doubt, the intention of those accepting the various grants of land made by the United States, to make the University the crowning work of the educational system of the State—that it should sustain a close and vital relation to the high schools and the common schools, and to all other institutions of learning, which may be by law established.

With wise forecast it aims to secure to all the members of the commonwealth, who may avail themselves of its generous provisions, an opportunity for the most liberal culture in literature, science, and the arts, and in such technical and professional courses as shall from time to time be established. These advantages are afforded to all citizens of the commonwealth free of charge for tuition, without regard to sex or race, on condition of possessing the intellectual and moral qualifications requisite for admission.

With this liberal provision for the educational needs of its citizens, and extending a cordial hospitality to students from other states, the University has entered upon the work for which it was founded, and from the first has enjoyed continued and increasing prosperity.

UNIVERSITY DEPARTMENTS.

By the act of the Legislature constituting the University, provision is made for establishing six departments or colleges.

Already two departments have been organized: first, that of Literature, Science, and Art; second, that of Agriculture. In the first there are four courses of study of four years each; and in the second there are two courses—one of three years, and a course of one year. In the College of Literature, Science, and Art, the courses are the Classical, the Scientific, the Latin Scientific, and the Greek Scientific.

Students who do not design to complete either of these courses will be admitted to the University, provided they are prepared to pursue the studies of the University classes.

DEPARTMENT OF LITERATURE, SCIENCE, AND ART.

I.

CLASSICAL COURSE.

The requirements for admission to the Freshman Class of this course are indicated in connection with the course of study hereafter laid down. Those seeking admission to any of the higher classes must give satisfactory evidence of having passed the studies required of the classes below.

II.

THE LATIN OR GREEK SCIENTIFIC COURSE.

In the Latin Scientific Course candidates will be examined in all the studies required for the Classical Course, excepting Greek, for which three terms of German are substituted. The Latin of this course is the same as in the Classical, and in place of Greek nine terms' study is required in German and French.

The Greek differs from the Latin Scientific in that it requires all the Greek of the regular Classical Course, and omits all the Latin except one year.

University of Nebraska.

III.

THE SCIENTIFIC COURSE.

This course is designed for such as wish to make a specialty of the sciences, and give little attention to the ancient languages. The requirements for admission to the Freshman Class in this course are hereinafter laid down.

IV.

SELECTED STUDIES.

Students not wishing to pursue any of the regular courses of study, are admitted to the University, selecting such studies as they may prefer, with the advice and under the direction of the Faculty. Such students are classified as "University Students."

For proficiency in any department, a certificate may be given by the professor; but no degree will be conferred except on completion of one of the prescribed courses.

DEGREES.

(1.) The degree of Bachelor of Arts is conferred on students who complete the Classical Course satisfactorily.

(2.) That of Bachelor of Philosophy is conferred on students who complete either the Latin Scientific or the Greek Scientific Course.

(3.) That of Bachelor of Science on students who complete the regular Scientific Course.

(4.) The degree of Master of Arts, Master of Science, or Master of Philosophy is conferred respectively on bachelors of arts, or science, or philosophy, who shall pursue a post-graduate course of study for one year under the direction of the Faculty, or upon graduates of three years' standing who shall have been engaged during that time in literary, scientific, or professional studies.

(5.) Honorary degrees may be conferred on such persons as, in addition to fair scholarship, have attained eminence in literature, science, or professional life.

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LIBRARY.

The Library of the University is composed of books selected with care to meet the wants of students. Almost every department of literature is represented in the selections already made. The library is open six hours a day for five days in the week for reading and consultation, and certain classes are allowed to take books for use at their rooms. It is required by law that an annual appropriation be made by the Board to increase the number of books in the library, and a thousand dollars will be expended in the year '76 and '77. There is attached to the library a well-arranged reading-room, supplied with newspapers and the leading magazines of the day. The library and reading-room are open to all students free of charge.

APPARATUS.

The University is now supplied with valuable apparatus for illustrating most of the important principles in chemistry and physics, and it is intended to increase its facilities in this respect from year to year as rapidly as possible.

In the Chemical Laboratory there is ample provision made for illustrative experiments, and for instruction in practical and analytical chemistry. Each student practising in the laboratory is furnished with chemicals at cost. Considerable additions have been recently made to the conveniences and completeness of the laboratory, so that it now ranks among the first in the west.

CABINET AND MUSEUM.

A spacious room has been set apart for the use of the Cabinet and Museum, and already more than eight thousand choice specimens have been secured. It is the purpose of the Board to place in the cabinet a superior collection of marine shells.

The Herbarium is already furnished with more than two thousand two hundred different species of the flora of this State, and additions will be made to this valuable and rare collection every year.

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The Cabinet of Entomology already contains about four thousand specimens, affording large facilities for illustrating insect life as existing in this State.

A contribution of models from the Patent Office has been placed in the museum, and also interesting relics from the State.

Friends of the University can greatly assist us in making additions rapidly to our cabinet and museum by forwarding to us choice specimens of rocks, or relics found in various parts of the State.

COURSE OF STUDY DESCRIBED.

I.

INTELLECTUAL, MORAL, AND POLITICAL PHILOSOPHY.

EDMUND B. FAIRFIELD, D.D., LL.D., Chancellor.

The classes in these branches will be taught during the senior year. In addition to the text books used, courses of lectures will be given, and essays and discussions on the subject treated will be required of the class.

Porter's, Fairchild's, Andrews', Lieber's, and Wolsey's works are used as text-books.

Numerous other works of reference are found in the library.

II.

GREEK LANGUAGE AND LITERATURE.

PROF. GEORGE McMILLAN, A.M.

Instruction in Greek extends through a period of six years.

Candidates for admission to the Freshman Class will be examined in Greek Grammar, the etymology of which must be thoroughly mastered, in three books of Xenophon's *Anabasis*, in Greek Prose Composition, with special reference to writing Greek with the accents. The course beyond that is as follows:

Freshman Year—*Cyropædia*, *Iliad*, *Herodotus*, *Syntax*, and Greek Prose Composition.

Sophomore Year—Orations of Lysias, selections from the *Memorabilia* of Xenophon and Thucydides contained in Boise's and Freeman's selections from Greek authors, Goodwin's *Greek Moods and Tenses*.

Junior Year—The *Antigone* of Sophocles, Demosthenes *de Corona*, Essays on the Greek Dramatists and Orators.

Senior Year—Plato's *Phædo*, Essays on the Greek Philosophers.

The reading of authors is accompanied by lectures introductory and exegetical on Greek literature and antiquities. Students have access to the University library which contains many valuable books of reference.

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III.

LATIN LANGUAGE AND LITERATURE.

PROF. GEORGE E. CHURCH, A.M.

Candidates for admission to the Freshman Class must be prepared for an examination in the Latin Grammar, the first three books of Gæsar's Commentaries, four Orations of Cicero, five books of Virgil's *Æneid*, and Allen's Latin Prose Composition or its equivalent.

In the Sub-Freshman department students can prepare themselves fully for admission to the Freshman Class.

The Course in Latin will extend through the four years of the College Course, and will be apportioned as follows:

Freshman Year—Selections from Livy, Cicero's Essays and Letters, or Ovid, Arnold's Prose Composition Completed.

Sophomore Year—Horace's Odes, Satires, and Epistles.

Junior Year—Tacitus—Germania and Agricola.

Senior Year—Quintilian's Institutes, or Select Comedies.

In addition to the above, frequent written exercises will be required, and at least two carefully prepared essays from each student on portions of the authors read, or on topics suggested by the reading.

While the instruction will be chiefly by recitations, it will be accompanied by lectures, historical, exegetical, on the philosophy of the Latin language, on its literature, and on the public and private economy of ancient Rome.

Allen & Greenough's series of text-books will be used in the classroom.

The college library contains many valuable books of reference, to which the student has ready access.

IV.

ENGLISH LITERATURE AND RHETORIC.

Since the lamented death of Prof. Dake, no election of a successor has taken place, and in the temporary absence of a professor, the duties of the office have been distributed among other members of the Faculty.

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This department embraces Structural Analysis, English in its various stages, Rhetoric, Logic, Aesthetics, and Literature. Instruction is imparted by the use of text-books and by class-room lectures.

In addition to the work indicated in the regular course of study, the following schedule exhibits the entire course of rhetorical exercises:

Freshman and Sophomore Years—Four original essays, with declamation, each term.

Junior Year, First Term—Three themes and declamation.

Second Term—Readings from the English Classics, and declamation.

Third Term—Three themes and declamation.

Senior Year, First Term—Readings from English Classics.

Second Term—Two original orations, one of which shall be pronounced before the Faculty and students, in the chapel of the University.

The University library abounds in valuable books of reference, to which the student has access. Among these may be mentioned the poets and dramatists, Marsh's Lectures, Muller's Lectures, Trench's works on English, Alford and Moon on English, Carson and Latham, Chambers' Cyclopedias of Literature, Hamilton's Logic and Metaphysics, J. S. Mill's works, Mansel's Limits of thought, Taine's Lectures, Campbell's Philosophy of Rhetoric, Coleridge's Works, etc., etc.

V.

MATHEMATICS.

PROF. H. E. HITCHCOCK, A.M.

The course of study, embracing the preparatory branches, is as follows:

Higher Arithmetic . . . One term	Higher Algebra . . . One term
Algebra Two terms	Trigonometry One term
Plane Geometry One term	General Geometry . . . One term
Solid Geometry One term	Calculus One term

For the present the following text-books will be used: Olney's Algebras, Loomis' Geometry, Trigonometry, General Geometry and Calculus.

The University library contains books of reference upon the subjects belonging to this course, to which the students have daily access.

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VI.

NATURAL SCIENCES.

In Botany, Gray's text books are used, accompanied by the use of the large herbarium in the cabinet, and by full instructions from fresh specimen plants, and with excursions into the prairies and woods in order to observe the habits of the flora of this region.

A portion of every recitation during the latter half of the spring term is devoted to the analysis of plants.

In Zoology, Agassiz' text books are used, accompanied with lectures on Classification and Comparative Anatomy.

In Geology, instruction will be given chiefly by lectures and illustrations from specimens in the cabinet, and by field work. The text book is Dana's Manual of Geology.

Mineralogy is taught by lectures, Dana's text book, and by the analysis of rocks.

Physical Geography is taught in daily recitations from Guyot's text-book during the second term of the second Latin school year.

VII.

CHEMISTRY AND PHYSICS.

PROF. HIRAM COLLIER, A.M., LL.D.

GILBERT E. BAILEY, M.S., TUTOR.

In this department, there is an elementary and an advanced course. The former occupies two terms previous to the Freshman year, and is designed not only to furnish preparation for entrance to the higher classes, but to accommodate such students as are limited to a brief course of study.

The regular course for scientific students extends through the Sophomore and Junior years and one term in the Senior year, as follows:

Sophomore Year.—General Chemistry (Barker's), two terms; Analytical Chemistry (Elliott and Storer's), one term.

Junior Year.—Physics (Snell's Olmsted), two terms; Astronomy (Loomis'), one term; Analytical Chemistry, one term.

Senior Year.—Meteorology (Loomis'), one term.

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With students in the Classical course, Analytical Chemistry and the last term of General Chemistry are optional.

Instruction is given by lectures and the use of text-books—the latter serving rather to indicate the order of study than to limit its scope. In illustration of the various subjects, the fullest use is made of the choice supply of apparatus in possession of the University.

In the laboratory of Practical Chemistry, which is under the charge of Professor Bailey, students are furnished with chemicals at cost. No charge is made for the use of apparatus, so far as it is returned uninjured; and free access is had to illustrative material in the cabinets, and to books of reference in the library of the University.

VIII.

MODERN LANGUAGES.

PROF. HARRINGTON EMERSON, A.M.

The object aimed at in this department is to make the student thoroughly at home in reading, writing, and speaking these languages. Hence they are studied, not only in the use of the grammar and reading books, but of oral and written exercises, and familiar conversation in the class-room.

Special attention is given to French and German, as the languages most in demand, and of most practical value. But instruction may be given also in Italian, and Spanish, and modern Greek, whenever there is call for it by a sufficient number to justify the forming of a class.

The occupant of this chair having spent thirteen years in the study of these languages in France, Germany, Italy, Spain, and Greece, the University is confident of being able to furnish very rare facilities to those wishing to become thoroughly acquainted with these tongues, so as to speak and write, as well as read them.

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IX.

MILITARY SCIENCE AND TACTICS.

LIEUT. EDGAR S. DUDLEY, Professor.

The act of Congress of July 2, 1862, entitled "An act donating lands to the several states and territories which may provide colleges for the benefit of agricultural and the mechanic arts" stated that "the leading object shall be, without excluding other scientific and classical studies, *and including military tactics*, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the Legislature of the State may prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

This University is endowed under the provisions of this act, and instruction in military tactics is therefore, necessarily, a part of its curriculum. In conformity with the requirements of the act a military department has been instituted.

Upon application made by the Regents of the University, an officer of the regular army—a graduate of the United States Military Academy at West Point—has been detailed by the direction of the President to act as Professor of Military Science and Tactics.

As at present constituted the military organization is composed entirely of voluntary members, it not being compulsory upon students to join it. Those who do join, however, are subject to similar rules and regulations, as regards attendance, attention to duties, etc., as in the other departments, and can only be excused from attendance by the faculty, or by the military professor, or chancellor, as the circumstances may seem to require. They also, in signing the roll, promise to abide by the rules and regulations which are or may be established for the department by the Board of Regents, the faculty, or the professor.

No uniform has yet been required or adopted; should one be determined upon, it is proposed to have it as economical and yet durable in material and make-up as possible, and so that it may be worn at all times, if desired, and be in the end much less expensive than ordinary clothing for those entering the University.

There is now organized one company of fifty students who drill daily one hour each school day in good weather, and the exercise alone tends to develop and greatly improve the physical system of all who participate.

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During the winter term it is proposed to have recitations in tactics, and such works relating to military science, or such lectures on military subjects as the regents or faculty may prescribe for students in this department.

Measures have been taken by the regents to obtain from the general government arms and equipments for one hundred men, and it is hoped that, by another year, there will be a battalion of at least two companies.

The following is the present organization :

COMMANDANT.

First Lieutenant EDGAR S. DUDLEY, 2d U. S. Artillery.

STAFF OFFICERS.

First Lieutenant E. P. HOLMES, Adjutant.
First Lieutenant F. M. LAMBERTON, Ordnance Officer.
First Lieutenant C. M. EASTERDAY, Quartermaster.

NON-COMMISSIONED STAFF.

ALBERT FITCH, Sergeant-Major.

COMPANY "A."

LINE OFFICERS.

W. A. McALLISTER, Captain.
A. W. FIELD, First Lieutenant.
C. L. BRAINERD, Second Lieutenant.

NON-COMMISSIONED OFFICERS.

W. B. COINER . . 1st Sergeant.	CHARLES WALBRIDGE . Corporal.
J. H. WORLEY . . 2d Sergeant.	FRANK McCARTNEY . Corporal.
EDWIN F. STEELE, 3d Sergeant.	A. B. CADMAN . . Corporal.
O. L. BRAINERD . 4th Sergeant.	WM. THOMPSON . . Corporal.
F. N. RIALE . . 5th Sergeant.	

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X.

SUB-FRESHMAN DEPARTMENT.

To make necessary provision for instruction in branches preparatory to entering the University classes, this department has been organized. All the Latin, Greek, and German required for admission to the Freshman class are taught in this department. And, besides furnishing opportunity for reviewing English Grammar and Analysis, instruction is also given in Higher Arithmetic, Algebra, Elementary Philosophy, History, etc.; so as to fit the student in the fullest manner for the studies of the University Course.

Students applying for admission to this department must be prepared for examination in the ordinary common school branches.

AGRICULTURAL COLLEGE.

FACULTY.

EDMUND B. FAIRFIELD, D.D., LL.D.,
Chancellor.

HIRAM COLLIER, A.M., LL.D.,
Professor of Chemistry and Physics.

H. E. HITCHCOCK, A.M.,
Professor of Mathematics.

SAMUEL AUGHEY, A.M., PH.D.,
Professor of Natural Sciences.

G. E. BAILEY, M.S.,
Tutor in Chemistry and Natural Sciences.

HARVEY CULBERTSON, B.S.,
Teacher of Agriculture, and Superintendent of the Farm.

The design of this department is to make good, practical scholars, and enterprising, successful farmers. The course of instruction is both theoretical and practical. The theoretical part includes a careful study of those sciences whose principles underlie and condition all correct agricultural practice. The practical will be imparted by showing how the principles of science may be applied to the art of farming; and, more particularly, by requiring the student to take part in all kinds of farm work until he becomes familiar with approved methods.

In arranging the accompanying course of study several things have been taken into account: 1—Prominence is given to the sciences in proportion to the directness of their relation to farming; 2—The effort is made to give the student year by year such knowledge and skill as will be of the greatest value to him should he leave college before completing his course.

There are two courses of study: 1—A four years' course, which runs nearly parallel to the scientific course of the academic department; 2—A shorter course, which may be completed in from three to six terms, according to the student's advancement when he enters.

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This is intended to accommodate such students as have not time to take a full course, or who wish to pursue technical agricultural studies exclusively.

It will be observed that, while there are three terms of study each year, but two of them—the spring and fall—correspond to the terms in the academical department, the third term being taught in the summer. The design of this arrangement is to retain the students on the farm during the growing season, when the means of instruction are most abundant and available, and when much more remunerative employment can be furnished than in the winter. Under this arrangement, students who are qualified can engage in teaching district school during the winter. It is believed that in this way, many enterprising and industrious young men will be enabled by their labor to pay their entire necessary expenses during the year.

The following is a brief synopsis of the leading topics in the subjects studied. The entire course, arranged by terms, will be found on succeeding pages.

Preliminary Studies.—Arithmetic and English Grammar are reviewed; the elements of Chemistry, Natural Philosophy, and Botany studied one term each.

Farm Economy.—Laying out farms, fencing, improving; construction of farm buildings, houses, barns, ice-houses, stables, henries, piggeries, etc.; construction, repair, care, and use of farm implements and machinery; history, varieties, and mode of cultivation of farm crops.

Practical Agriculture.—The physical condition of the soil as regards absorptive, retentive, and adhesive power; its relations to heat, light, and moisture; its mechanical preparation, means of pulverizing, of securing dryness in wet soils and moisture in dry ones; adaptation of crops to particular soils; succession and rotation of crops; preparation of the soil for particular crops.

Vegetable Physiology.—This subject is introduced by three months' study of botany, and six weeks devoted to the study of the chemical composition of plants and plant products. It includes a particular study of the organs of growth and their manner of action, the germination of seeds, vitality of seeds, means of preserving vegetable products, hybridization, production of new varieties. It is followed by one term's study of vegetable nutrition—how crops draw their sustenance from the soil and the air—how their growth may be promoted by artificial means, such as manures, irrigation, etc.

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Anatomy and Physiology of Domestic Animals.—One term is devoted to Human and General Physiology, and one to the particular study of the organs of mastication, digestion, assimilation, secretion, excretion, reproduction in the various domestic animals, together with the diseases to which they are liable.

To illustrate this department, the college has procured a human skeleton, and skeletons of a horse and cow.

Stock Breeding—Is studied in the light of anatomy and physiology as well as of experience. Students will be taught to be familiar with the principal breeds of domestic animals, their points, history, and peculiarities; the care of animals, their fattening and improvement. The material for illustration in this department consists in part of a male and female of each of the following breeds of cattle: Devons, Shorthorns, Ayrshires, and Galloways; also Berkshire, Essex, and Poland China swine, and five varieties of pure-bred poultry. Additions will be made to this stock as fast as the funds of the institution will allow.

Bee Keeping.—There are now on the farm some stands of bees. Students will be carefully instructed in the most approved principles and practice of this art.

Keeping Farm Accounts.—A term of three months is devoted to book-keeping. Students will be carefully instructed in the use of all business forms and approved methods of keeping farm accounts.

Mechanical Physics.—The laws of force and motion applied to the use of farm machinery and farm work; mode of conducting water in pipes, stability of structures, construction of wagon roads and bridges.

Arboriculture.—Peculiarities of different kinds of trees; adaptation to different localities: saving seed, planting seed, cultivation of young plants; other methods of propagating plants; layering, cutting, grafting, budding, inarching, etc.; care of trees in the nursery, in the field; pruning—objects, limitations, and methods; for symmetry, for fruit.

Horticulture.—Classification, habits, mode of growth, and methods of cultivating all kinds of garden vegetables and fruits; keeping varieties pure; construction and management of hot-beds, green-houses, and graperies.

Landscape Gardening.—Application of the laws of beauty and a cultivated taste to the laying out of public and private pleasure grounds, parks, etc.; planting of trees, grouping of trees.

The Chemical Instruction is designed to be extended and complete, including—

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- (1.) A course in Elementary Chemistry, inorganic and organic.
- (2.) The application of chemical science to agriculture.

This course includes instruction in the constituents and analytical composition of soils and cultivated plants, the constituents and chemical agencies of the atmosphere and of water, and the composition of manures.

A course in agricultural Chemical Analysis is also given. Apparatus to illustrate every department of this subject is abundantly supplied.

Botany.—Gray's text-books are used for class work, along with the specimen plants preserved in the herbarium, or freshly gathered from the fields.

Special attention is given to structural botany, vegetable pathology, injurious weeds, and a knowledge of crops cultivated for food and for technical purposes.

Entomology.—Under this topic special attention is given to the study of insects injurious to vegetation, and all known means of guarding against their ravages pointed out.

Geology.—In addition to the usual elementary instruction which is given in this science, special care is taken to teach the geology of agriculture. This embraces the formation of soils, their chemical, physical, and economic character, their suitability to different kinds of crops, and the principal geological features of various portions of the United States as affecting soil and productions. The Cabinet of the University affords specimens for illustrating the principles involved in the instruction of this department.

THE FARM

contains three hundred and twenty acres of good land, all under improvement, is well situated, and admirably adapted to the wants of an agricultural school. It is now supplied with a complete outfit of teams and implements for cultivation.

The greater part of the farm will be carried on in such a way as to show the working plans of a good farm managed with a view to profit.

It is not intended to furnish here a model which every student is expected to imitate, but rather by bringing under the daily observation of the students a good, progressive, improving, well-managed farm, to furnish them hints and suggestions which they can use in after life. As far as possible the work is done by students, who are paid for their labor just what it is worth in this market.

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THE EXPERIMENTAL DEPARTMENT.

A certain portion of the farm and garden is set apart for trying experiments in the cultivation of different kinds of crops and plants. This part will be managed with a view to the discovery of new and improved methods of carrying on farm work, and also the development of the fundamental principles—the scientific basis of all sound agricultural practice. And while we aim at the discovery of new agricultural knowledge, we will endeavor to teach students correct ideas of the importance of careful experiments, and to train them to habits of careful observation and study.

RECITATIONS.

Class recitations in *purely agricultural* studies will be either at the farm-house or at the University building, as may be found most convenient. All *other* recitations will be made to the regular professors in the academical department. Thus students, while pursuing their agricultural studies, can take such other literary or scientific studies as they desire. By reference to the courses of study in the catalogue, it will be seen that students, taking the full course, will study agricultural studies about one-third of the time; literary and scientific studies about two-thirds.

Students in this department have the use of all the chemical, botanical, and philosophical apparatus of the University; and have access to the library on the same terms as other students. A small library of agricultural reference books will be kept at the farm-house for the use of students. This library now contains over one hundred volumes.

ADMISSION.

Candidates for a degree must pass an examination on entering the school. Those who enter the first year of the preparatory school need to have a good common school education.

Students who wish to study special branches, without reference to a degree, may enter at any time without examination.

Students not desiring to take the full course of studies can select such as they prefer. Those who may wish to give special attention to any particular department, as general horticulture, market gardening, or fruit growing, will be allowed every facility for so doing.

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BOARDING AND EXPENSES.

Students in the Agricultural department will be boarded at the farm-house for three dollars per week, including use of rooms, supplied with the following articles of furniture: stove, bedstead, table, two chairs, and a coal bucket. Students must furnish everything else. Students should bring with them bed-clothes and bedding (including straw ticks), pillows, towels, and whatever other room furniture they may wish. There is no provision for self-boarding on the farm.

TUITION, BOOKS, ETC.

Tuition is FREE. Students pay at entrance a matriculation fee of five dollars. This is paid but once, no matter how long a student remains at school.

Text-books can be obtained at the usual prices. The entire expense for text-books will be from three to five dollars per term.

As the number of rooms in the farm-house is limited, students who wish to take advantage of this arrangement are requested to make their intentions known as soon as possible. During the first week of each term, students coming by cars will find a conveyance at the depot to bring them to the farm-house free of charge.

LABOR.

Students in this college will be required to work at least two hours each day for five days in the week, unless excused for good reasons. This labor will be paid for at the rate of from ten to fifteen cents an hour, according to the individual skill and fidelity. Under this arrangement a faithful student may earn fully half his necessary expenses. When work can be furnished, students will be allowed the privilege of working for pay more than two hours a day, and of doing extra work on Saturday if he desires it.

This labor is designed to be educational in its character, and is planned with reference to illustrating and enforcing the lessons given in the class-room.

ADVANTAGES.

The Agricultural College now offers to the sons of farmers or to any who desire to engage in industrial pursuits a first-class English scientific

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and practical education, at such a moderate cost as brings it within the reach of every young man who has good health and even a moderate amount of energy and industry. No young man who is not ashamed or afraid to work need fear to undertake to work his way through.

At the farm-house he can find a pleasant home, far enough from the city to be out of the way of its temptations to idleness and worse, and yet near enough to enjoy all its literary and public advantages. With all the advantages of quiet and retirement for study, the student has yet the opportunity to be part of a young and growing university.

COURSE OF STUDY.

CLASSICAL COURSE.

SUB-FRESHMAN.

English Grammar and Analysis, reviewed;* Higher Arithmetic; Physical Geography; History of United States; History of England; History of Rome; History of Greece; Elements of Physics; Elementary Algebra; Plane Geometry; Latin Grammar and Reader; Cæsar's Commentaries; Cicero's Orations; Virgil's *Æneid*; Latin Prose Composition; Greek Grammar and Lessons; Greek Reader; Xenophon's *Anabasis*; Greek Prose Composition.

FRESHMAN YEAR.

FALL TERM.—Solid Geometry; Cicero *De Amicitia*; Latin Composition; Xenophon's *Cyropædia*.

WINTER TERM.—Higher Algebra; Physiology; Homer's *Iliad*; Greek Prose Composition.

SPRING TERM.—Structural Botany; Livy; Latin Prose Composition; Herodotus; Greek Prose Composition.

SOPHOMORE YEAR.

FALL TERM.—General Chemistry; Trigonometry; Orations of Lysias; Rhetoric, or French.

WINTER TERM.—Chemistry, continued; Analytical Geometry, or French; Horace's Odes; Xenophon's *Memorabilia*.

SPRING TERM.—Calculus, or Analytical Chemistry; Horace's Satires and Epistles; Thucydides; Logic, or French.

JUNIOR YEAR.

FALL TERM.—Mechanics; English Literature; Tacitus; German.

WINTER TERM.—Physics; The *Antigone* of Sophocles; German; Logic; English Literature.

SPRING TERM.—Astronomy, Demosthenes on the Crown; German; Rhetoric.

SENIOR YEAR.

FALL TERM.—Mental Philosophy; Geology; Plato's *Phædo*; Constitution of the United States.

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WINTER TERM.—Mental Philosophy, continued; Quintillian; History of Civilization; Political Economy.

SPRING TERM.—Moral Philosophy; Meteorology; Zoology; Aesthetics.

SCIENTIFIC COURSE.

SUB-FRESHMAN.

English Grammar and Analysis; Higher Arithmetic; Elements of Physics; U. S. History; History of England; Elements of Algebra; Book-Keeping; Physical Geography; Ollendorf's or Woodbury's German, completed; General History; Elements of Botany; Elements of Chemistry; Plane Geometry; Latin Grammar and Reader; Cæsar.

FRESHMAN YEAR.

FALL TERM.—Solid Geometry; Modern History; German..

WINTER TERM.—Higher Algebra; Anatomy and Physiology; German.

SPRING TERM.—Structural Botany; German; Mulligan's Structure of the English Language.

SOPHOMORE YEAR.

FALL TERM.—General Chemistry; Trigonometry; Rhetoric; Jewett's French Ollendorf.

WINTER TERM.—Chemistry, continued; Analytical Geometry; French; Geometrical Drawing.

SPRING TERM.—French; Calculus; Analytical Chemistry; Perspective Drawing.

JUNIOR YEAR.

FALL TERM.—Mechanics; English Literature; French; Analytical Chemistry.

WINTER TERM.—Physics; English Literature; French; Logic.

SPRING TERM.—Astronomy; French; Rhetoric; Readings of English Poetry.

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SENIOR YEAR.

FALL TERM.—Mental Philosophy; Geology; Constitution of United States.

WINTER TERM.—Mental Philosophy, continued; History of Civilization; Political Economy; Zoology.

SPRING TERM.—Moral Philosophy; Meteorology: *Aesthetics*; Mineralogy.

LITERARY COURSE.

SUB-FRESHMAN.

English Grammar and Analysis, reviewed; Higher Arithmetic; History of United States; History of England; Elements of Physics; Algebra; Latin Grammar and Reader; Cæsar's Commentaries; Ollendorf's German.

FRESHMAN YEAR.

FALL TERM.—German; Modern History; Cæsar, completed.

WINTER TERM.—Anatomy and Physiology; German; Cicero's Orations; Latin Prose Composition.

SPRING TERM.—Botany; German; Cicero's Orations; Mulligan's Structure of the English Language; Plane Geometry.

SOPHOMORE YEAR.

FALL TERM.—Chemistry; Rhetoric; Solid Geometry; Virgil.

WINTER TERM.—Chemistry, continued; Drawing; Virgil.

SPRING TERM.—Logic; Drawing; Virgil; Botany.

JUNIOR YEAR.

FALL TERM.—French; English Literature; Ancient History.

WINTER TERM.—French; Logic; Physics; English Literature.

SPRING TERM.—French; Astronomy; Rhetoric; Readings of English Poetry.

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SENIOR YEAR.

FALL TERM.—Mental Philosophy; Geology; Constitution of United States, or French.

WINTER TERM.—Mental Philosophy, continued; History of Civilization; Political Economy, or French; Zoology.

SPRING TERM.—Moral Philosophy; Meteorology; Æsthetics; Mineralogy.

Those completing the above course of study receive the degree of Bachelor of Literature.

Exercises in *Composition*, *Declamation* and *Extempore Speaking* are distributed throughout all the years of each course; the object being to secure thorough training in Elocution, and in the proper expression of thought, both by tongue and pen.

AGRICULTURAL COURSE.

FIRST YEAR.

FALL TERM.—Higher Arithmetic; Elementary Chemistry; Elementary Grammar.

SPRING TERM.—Elementary Natural Philosophy; Elements of Algebra; Elements of Botany; History of United States.

SUMMER TERM.—Farm Economy: Laying out and improving farms; Planning farm buildings; Construction, care, and use of farm implements and machinery.

SECOND YEAR.

FALL TERM.—Algebra, complete; Book-keeping—Bryant & Stratton; Entomology.

SPRING TERM.—Plane Geometry; General Physiology—Cutter; Organic Chemistry—Johnson—five weeks; Vegetable Physiology—How crops grow—remainder of term.

SUMMER TERM.—Horticulture; Arboriculture; Anatomy and Physiology of Domestic Animals.

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THIRD YEAR.

FALL TERM.—Solid Geometry; Stock Breeding; Vegetable Nutrition: How Crops Feed—Johnson.

SPRING TERM.—Zoology; Agricultural and Chemical Analysis; Practical Agriculture—9 weeks; Physical condition and improvement of the soil, and its relation to vegetable growth; Cultivation; Bee-keeping—3 weeks.

SUMMER TERM—Landscape Gardening; History of Agriculture and its relations to national welfare.

FOURTH YEAR.

FALL TERM.—Trigonometry; Physics; Geology; Constitution of United States.

SPRING TERM.—Physical Geography; Field Surveying; Rhetoric.

SHORTER COURSE.

FIRST YEAR.

FALL TERM.—Arithmetic; Elementary Chemistry; English Composition.

SPRING TERM.—Elementary Natural Philosophy; Vegetable Physiology; Animal Physiology.

SUMMER TERM.—Farm Economy; Anatomy and Physiology of Domestic Animals.

SECOND YEAR.

FALL TERM.—Book-keeping; Entomology; Stock Breeding.

SPRING TERM.—Practical Agriculture; Bee-keeping; Meteorology.

SUMMER TERM.—Horticulture; Arboriculture; Practical Agriculture.

In all subjects taught by lectures, students are required to reproduce the lecture, as far as practicable, in writing the next day. This is intended to secure freedom and readiness in writing, as well as to fix the subject matter in the mind.

CATALOGUE OF STUDENTS.

GRADUATES AT COMMENCEMENT, JUNE, 1876.

NAMES.	DEGREE.	RESIDENCE.
GEORGE E. HOWARD	A.B.	Laona
FRANK E. MCKESSON	B.S.	Lincoln
CLARENCE W. RHODES	A.B.	Lincoln
ALICE FROST	B.P.	Lincoln
HARVEY CULBERTSON	B.Ag.	Moorfield, Ind.

SENIORS.

ALLEN W. FIELD	S.†	Lincoln
FRANCIS M. LAMBERTON	Cl.	Salem
WILLIAM A. McALLISTER	S.	Columbus

JUNIORS.

SAMUEL ROBBINS LITTLE	Cl.	Lincoln
ALFRED C. PLATT	Cl.	Lincoln
WELLINGTON P. RHODES	Cl.	Lincoln
FLORA B. ALEXANDER	L.S.	Lincoln
MOLLIE A. CARTER	L.S.	Lincoln
CORA B. THOMAS*	Cl.	Lincoln
FLORENCE VAUGHN	S.	Falls City

SOPHOMORES.

HOWARD W. CALDWELL	L.S.	Grant
ALBERT FITCH	Cl.	Central City
CHARLES N. LITTLE	Cl.	Lincoln
WARREN LOREE	S.	Lincoln

* Conditioned.

† In this list Cl. attached to a name indicate the Classical Course; S. the Scientific Course; L.S. the Latin Scientific.

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NAMES.	DEGREE.	RESIDENCE.
IDA BUNKER	Cl.	Mechanicsburg, O.
CORA COLLIER	S.	Lincoln
MARTHA N. HAWLEY	S.	Lincoln
ADA J. IRWIN	Cl.	Lincoln

FRESHMEN.

OWEN Q. ADAMS*	Cl.	Juniata
STEPHEN E. BABCOCK	L.S.	Lincoln
SAMUEL D. COX	Cl.	Humboldt
HALSEY V. FITCH	Cl.	Central City
EDWARD L. HART	Cl.	Beatrice
FREDERICK O. WESTON	Cl.	Ashland
FRANKLIN N. RIALE*	Cl.	Bellevue
WORTHY P. STEARNS*	Cl.	Humboldt
CHARLES E. STRATTON	Cl.	Ashland
JAMES O. STURDEVANT*	Cl.	Wahoo
EDWIN P. UNANGST	Cl.	Lincoln
HARVEY K. WOLFE	Cl.	Lincoln
JAMES H. WORLEY	Cl.	Lincoln
EMMA ELY	Cl.	North Bend
ELMA J. HAWLEY	L.S.	Lincoln
EMMA PARKS	S.	Lincoln

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NAMES.	RESIDENCE.
STILLMAN M. BENNER	Lincoln
P. ALCORN BLACK	Omaha Agency
BEVERLY W. COINER	York
JOHN F. CORNELL	Salem
CHARLES B. DAVIS	Crounse
ALBERT A. HARDY	Lincoln
GEORGE M. HAWLEY	Lincoln
CHARLES M. EASTERDAY	Tecumseh
JAMES F. HINTON	Falls City

* Conditioned.

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NAMES.	RESIDENCE.
EDWARD P. HOLMES	Nebraska City
ALBERT JOYCE	Dakota
GEORGE KINNEY	Green Springs, O.
JOHN F. MCKESSON	Lincoln
CLAUDE B. MARTIN	New Haven, Conn.
EDWIN B. SMITH	Green Springs, O.
JESSE A. SMITH	Lincoln
WILLARD E. STEWART	Bratton
CHARLES W. STRINGFIELD	Falls City
HENRY H. WILSON	Ashland
WILLIAM M. THOMPSON	Bellevue
WILLIAM WILSON	Ashland
PHEBE CARTER	Lincoln
TILLIE CREGAN	York
ELIZA W. C. HAWLEY	Lincoln
LILLIE FISHER	Lincoln
MADGE G. HITCHCOCK	Lincoln
RUTH L. HAWLEY	Lincoln
CARRIE HOLT	Saline
FANNIE LOREE	Lincoln
LAURA B. POUND	Lincoln
HELEN E. TOWSENDE	Boston, Mass.
MARY H. WILLIAMS	Kenesaw

SUB-FRESHMAN.

EDWARD N. ALLEN	Alma
ANTHONY M. APPLEGET	Tecumseh
JOHN. G. BALLARD	Lincoln
HOWARD BENTON	Indianapolis, Ind.
JOSEPH H. BLAKESLEE	Lincoln
FRANK D. BOIES	Seward
F. CADY BUCHANAN	Republican City.
ARCH CADMAN	Helena
CHARLES W. CADMAN	Lancaster Co.
JESSE J. CAMPBELL	Lancaster Co.
DENNIS W. CASE	Bainbridge

University of Nebraska.

NAMES.	RESIDENCE.
HORACE L. CASE	Bainbridge
WARREN D. CHAPMAN	Lincoln
GEORGE E. CHESTER	Lincoln
HORACE M. CLARK	Washington, D. C.
CARSON O. COLE	Lincoln
LUTHER CONKLIN	Rose Hill
CLARENCE L. COURTRIGHT	Lincoln
WILLIAM H. B. CROW	Woodbine, Ia.
BION H. CULVER	Pleasant Dale
JAMES D. CUNNINGHAM	Milford
GEORGE DAMROW	Lincoln
BYRON B. DAVIS	Salem
JAMES DAVIS	Xenia
HORACE H. EASTERDAY	Tecumseh
WILLIE A. EDGERLY	Lincoln
HERBERT A. ENSIGN	Lincoln
EDWARD T. EWAN	Grant
CHARLES E. FAIRBANKS	Lincoln
EDMUND M. FAIRFIELD	Lincoln
AMOS V. FOOTE	Lincoln
FRANK E. FOX	Grand Island
WILLIAM S. GARBER	Lincoln
JAMES H. GRAY	Darlington, Wis.
FRANKLIN M. HALL	Humboldt
ANSON U. HANCOCK	Wahoo
PETER M. HANNIBAL	Dannebrog
FREDERICK S. HARRIS	Lincoln
JOHN F. HARRIS	Lincoln
WABERN HEDGES	Valparaiso
WILLIE P. HERMANCE	Lincoln
WILLIAM W. HILL	Lincoln
GEORGE G. HITCHCOCK	Lincoln
WILLIAM HOHMAN	Lincoln
JOHN W. HUSTON	Saltillo
HENRY T. INGALLS	Lincoln
WILLIAM JAMISON	Lincoln
J. LOVELAND JOHNSON	Fulton, N. Y.
ALBERT R. KEISER	Falls City
LORIN V. KENNEDY	Eight Mile Grove.

University of Nebraska.

NAMES.	RESIDENCE.
DAVID A. LAMBERT	Ashland
SAMUEL E. LATTA	Lincoln
GEORGE B. LEAKE	Grant
HENRY C. LEFFLER	Xenia
HARVEY C. LOWRIE	Camden
ALEXANDER M. MCCARTNEY	Omaha
FRANK McCARTNEY	Nebraska City
CHARLES L. MCKESSON.	Lincoln
ROBERT J. B. MCKNIGHT	Hastings
JAMES E. MARTIN	Lincoln
UHRLANDT P. MERRILL	Lincoln
EUGENE F. MONTGOMERY	Lincoln
JOHN H. NICHOLSON	Lincoln
JOHN C. NOEL	Greenwood
HEBER W. OLMSTEAD	Lincoln
J. WESLEY PACE	Lincoln
FRANK PARKS	Hastings
SHARON D. PLATT	Lincoln
MILTON D. POLK	Glendale
FRANCIS B. RAPHAEL	Valparaiso
WILLIAM K. RAPHAEL	Valparaiso
DANIEL REAVIS	Falls City
JAMES W. REED	Pleasant Hill
HENRY G. REEDER	Lincoln
FRANK M. REYMAN	Grant
WILLIS B. REYNOLDS	Fremont
WILLIAM O. RIDDLE	Logan, Ind.
CHARLES RING	Lincoln
WILLIAM H. SKIDMORE	Lancaster Co.
JARED J. SMITH	Florence
RODERICK C. SMITH	North Bend
EWDIN F. STEELE	Falls City
EDWARD P. STURDEVANT	Wahoo
WILLIAM M. THOMPSON	Bellevue
WILLIAM A. TRIS	Lincoln
GEORGE TZSCHUCK	Bellevue
JOHN H. VANDERPOOL	Lincoln
CHARLES P. WALBRIDGE	Wyoming
CARROLL WALKER	Plattsmouth

University of Nebraska.

NAMES.	RESIDENCE.
RALPH A. WESTON	Lincoln
WILLIAM WESTOVER	Lancaster Co.
CHARLES E. WILEY	Three Groves
WILLIAM WILLARD	Ashland
HARRY P. WOOD	Lincoln
WILLIAM H. C. WOODHURST	Lincoln
HENRY M. WORLEY	Valparaiso
JOSEPH M. WORLEY	Valparaiso
FRANK C. ZEHRUNG	Lincoln
 LILLIE M. ALEXANDER	Lincoln
F. BELLE BAECOCK	Lincoln
CARRIE BAIRD	Lincoln
LUELLA BALLARD	Lincoln
BEATRICE BEARDSLEY	Lincoln
MATTIE BENTON	Indianapolis, Ind.
SADIE E. BLAKESLEE	Lincoln
JENNIE W. BLAIR	Lincoln
LILLIAN BOIES	Seward
FLORENCE V. BRISCOE	Oak Creek
FLORENCE BROOKS	Omaha
MATTIE J. CHAMPLIN	Poultney, Vt.
Alice R. CHASE	Lincoln
MARY E. CONRAD	Ashland
NETTIE M. COX	Seward
LAURA A. CRANDALL	Lincoln
CLARA CRAWFORD	Lincoln
MARY C. DAMROW	Lincoln
ELIZABETH DAVIS	Crounse
LELA A. DAVIS	Salem
MINNIE A. DAVIS	Lincoln
LIZZIE N. DEWITT	Crete
IDA A. DOBSON	Lincoln
Alice DUNHAM	Saltillo
LILLIE O. EVANS	Lowell
FLORA J. EWAN	Grant
MAY B. FAIRFIELD	Lincoln
JENNIE D. FIELD	Yankee Hill
MOLLIE K. FINNIGAN	Lincoln

University of Nebraska.

NAMES.	RESIDENCE.
LILLIE FISHER	Lincoln
LIDA E. FORMAN	Dallas, Texas
MARY M. FOSS	Swan City
FLORA E. FROST	Lincoln
ADA GRAY	Darlington, Wis.
JULIA M. GREGORY	Lincoln
SARAH B. HARRIS	Lincoln
CORA O. HAWLEY	Lincoln
ELLA M. HAWLEY	Lincoln
BERTHA E. HEBARD	Lincoln
EMMA HEDGES	Lincoln
JENNIE A. HODDINOTT	Lincoln
ADDIE B. HUFF	Lincoln
KATIE L. HYATT	Lincoln
JENNIE E. JEROME	Irving, Kansas
MINNIE JOHNSON	Valparaiso
MARIA D. JONES	Lincoln
ARABEL M. KIMBALL	Omaha
FRANCIS R. KIMBALL	Omaha
ANGIE A. KING	Beulah, Kansas
ARIE A. LASHLEY	Lincoln
BELLE LAURIE	Farmer's Valley
SADIE A. LEASE	Lincoln
FANNIE LOREE	Falls City
FANNIE M. McDOWELL	Lincoln
JOSIE R. McDOWELL	Lincoln
MARY F. McDOWELL	Davenport, Ia.
REBECCA J. McDOWELL	Davenport, Ia.
JENNIE McELROY	Davenport, Ia.
MARCELLA MILLER	Marengo, Ia.
CLARA E. MONTGOMERY	Lincoln
ALICE C. MORTON	Lincoln
KATIE NEFF	Lincoln
EMMA NELSON	Lincoln
EUNICE OLSTEAD	Pleasant Dale
SARAH F. OLSTEAD	Pleasant Dale
CLARA PARKS	Lincoln
NELLIE PARMELEE	Plattsburgh
JENNIE N. PECK	Lincoln

University of Nebraska.

NAMES	RESIDENCE.
THEODOSIA H. PEMBERTON	Lincoln
HATTIE M. PRONGER	Plattsrnouth
BESSIE RADMORE	Lincoln
SALLIE K. RAPHAEL	Valparaiso
MINNIE E. RECTOR	Lincoln
JOIE L. ROY	Falls City
EMMA F. RUNYAN	Lincoln
HATTIE RUNYAN	Summit
SARAH RUNYAN	Summit
NELLIE J. SALZMAN	Tecumseh
ANNA R. SCHUCKMAN	Lincoln
JOSEPHINE SCOTT	Eight Mile Grove
MAY V. SCOTT	Lincoln
IDA S. SHOCK	Falls City
ANNA S. SHOTWELL	Waverley
MINETTA A. SHOTWELL	Lincoln
EMMA C. SEIFERT	Lincoln
MAY A. SMITH	Lincoln
ELLA A. STARR	Latrobe
MATIE A. TREEMAN	Lincoln
MARY WALLINGFORD	Saltillo
EVA WALSWORTH	Lincoln
ROSE E. WATSON	Washington, Iowa
IDA WEBSTER	Lincoln
LIZZIE WESTOVER	Lancaster Co.
PHEBE J. WESTOVER	Lancaster Co.
MINNIE WHITE	Lincoln
MARY WILES	Plattsrnouth
ARA G. G. WILLIAMS	Rescue
ELLA C. WILLIAMS	Lincoln
MINNIE WILLIAMS	Kenesaw
ISABELLA WORL	Rock Creek

AGRICULTURAL DEPARTMENT.

FOURTH YEAR.

NAMES.	RESIDENCE.
CHARLES S. BRAINARD	Grant

THIRD YEAR.

FRANK M. RAYMOND	Grant
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SECOND YEAR.

CHARLES MAGOON	Lincoln
JOHN SILVERNAIL	Gibbon

FIRST YEAR.

ORLANDO L. BRAINARD	Grant
LAWRENCE FOSSLER	Lincoln
JOHN HARTMAN	Lincoln
JOSEPH L. HARTMAN	Lincoln
CHARLES H. HUNTER	Weeping Water
IRVING M. SNELL	Lincoln
LAWRENCE F. ODELL	Orchard.
FRED. L. REED	Des Moines, Iowa
JOHN A. TRIS	Lincoln

SUMMARY OF STUDENTS.

Graduates in June, 1876	5
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DEPARTMENT OF LITERATURE, SCIENCE, AND ARTS.

Seniors	3
Juniors	7
Sophomores	8
Freshmen	16
University Students	32
Sub-Freshman Classes	198
	—
	269

DEPARTMENT OF AGRICULTURE.

Fourth Year	1
Third Year	1
Second Year	2
First Year	9
	— 13
Total	282

GENERAL INFORMATION.

POLICY.

It is the aim of the University to furnish facilities for higher education in every department of study, to every student in the State. By the sale of lands, and by other means, provision will be made for the constant growth of the University, which, it is confidently expected, will equal the demands made upon it.

It is earnestly desired by the Faculty that students shall pursue some one of the courses of study prescribed, and select in addition such optional studies as they may be able to pursue.

Each student will be required to take at least three daily studies or lectures, unless permitted by a vote of the Faculty to take a less number.

EXAMINATIONS.

At the close of each term there is a public examination of all the classes of the University, and the grade of scholarship is entered in the records of the University. No student can be passed in a study except on a satisfactory examination. The examinations are both written and oral.

ATTENDANCE AND GOVERNMENT.

The rules of the University require of every student punctuality at all stated exercises, including attendance at all the devotional exercises of the chapel.

All delinquencies are noted, and must be excused to the proper officers, and in case of flagrant offenses against good order, the Faculty will adjudicate the case under the By-Laws made by the Board of Regents for the government of students.

Students are not permitted to drop any study, or course of study, until after the term examination, except with the consent of the Faculty.

Students are not allowed to absent themselves from town without permission from the Chancellor.

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Students will be suspended or dismissed whenever, in the opinion of the Faculty, they are pursuing a course seriously detrimental to themselves or to the University.

Whenever the unexcused delinquencies of any student amount to ten in number, notice is given to the student, and to his parent, or guardian; and, unless corrected to the satisfaction of the Faculty, such student ceases to be a member of the University.

Section 4 of the By-Laws of the University prohibits any student from frequenting any gaming house or saloon, from engaging in gambling, using intoxicating drinks, or doing anything inconsistent with good morals.

No student is permitted to neglect a call of the Chancellor, or of any professor of a faculty under which he is placed, but must attend without delay, and obey the direction of the Chancellor or professor of the department to which said student belongs.

All injury to the building or property of the University is forbidden.

LITERARY SOCIETIES.

There are two Literary Societies—the University Union and the Palladian—in connection with the University, and under the supervision of the Faculty. Both societies have well-furnished halls, and are valuable aids to the students in literary and rhetorical culture.

“HESPERIAN STUDENT.”

The *Hesperian Student*, a paper published by the students of the University, has been regularly issued during the year, and has been found especially useful as a means of communication with the public concerning the condition and work of the University.

EXPENSES.

Tuition is *free* in all the departments of the University. An entrance fee of \$5.00 is paid by every student at the time of his matriculation. Books are furnished at cost to the student. Each student pays \$2.00 a term for incidental expenses. This payment is required at the beginning of the term.

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BOARDING.

In addition to boarding in private families, the University, at its boarding hall, furnishes the table for students at \$2.75 per week. If the furnishing and care of rooms are desired, an additional sum is charged, generally amounting to about fifty cents per week. When students use the dormitory rooms, which are provided at a moderate rent, and board themselves, the cost is reduced to about \$1.50 per week.

Students who wish to take lessons in vocal or instrumental music in connection with their studies, have facilities for doing so at the University, at the usual price for such instruction.

UNIVERSITY CALENDAR.

1876.

Sept.	14,	Thursday,	Fall Term began.
Nov.	30,	Thursday,	Thanksgiving Recess—one day.
Dec.	13,	Wednesday,	Fall Term ends.

VACATION—THREE WEEKS.

1877.

Jan.	4,	Thursday,	Winter Term begins.
Feb.	16,	Friday,	University Day—Charter Anniv'y.
March	28,	Wednesday,	Winter Term ends.

VACATION—ONE WEEK.

Apr.	5,	Thursday,	Spring Term begins.
June	24,	Sunday, P. M.,	Baccalaureate Addr. by the Chan.
June	25,	Monday Evening,	Exhibition of UNIVERSITY UNION.
June	26,	Tuesday,	Annual Meeting of Regents.
June	26,	Tuesday Evening,	University Address.
June	27,	WEDNESDAY,	COMMENCEMENT.
June	27,	Wednesday Even'g,	Exhibition of Palladian Society.

SUMMER VACATION.

Sept.	13,	Thursday,	Fall Term begins.
Sept.	13, 14,	Thursday and Friday,	Entrance Examinations.
Dec.	12,	Wednesday,	Fall Term ends.

NOTE.—In the Agricultural Department, the Summer Term begins Monday, July 23, and ends Friday, September 16.

INAUGURATION

OF

EDMUND B. FAIRFIELD, D.D., LL.D.,

AS CHANCELLOR

OF THE

UNIVERSITY OF NEBRASKA.

AT LINCOLN,

THURSDAY, JUNE 22d, 1876.

The exercises connected with the inauguration of the Chancellor elect were held in the Opera House, to accommodate a larger audience than could be convened in the University Chapel.

At 10:30 A.M., the meeting was called to order by Hon. S. J. Tuttle, President of the Board of Regents, and prayer was offered by Chancellor Benton. After which, the President of the Regents delivered an address, which was followed by that of the Chancellor.

MR. TUTTLE'S ADDRESS.

LADIES AND GENTLEMEN:

In accordance with a time-honored and valued custom, the Board of Regents of the University of Nebraska this day formally install in his office the Chancellor elect. To perform this duty at their request and in their behalf is indeed to me a pleasure. So obvious, however, is the contrast between that fittest to be said on this occasion and the ability of the speaker, that this pleasure, otherwise so heightened by recollections of years long past, is disturbed by unwelcome fear.

But remembering that I have no literary reputation to sustain, and that my thoughts should be clothed in the most elegant dress is not expected, and thus the dread of criticism in that regard, at least, being removed, I am somewhat encouraged to proceed.

When without declamation or attempt at oratory, I shall have said something of the University, what it is, what it may and ought to become, and something too of the office into which this day our friend is inducted, my duties in this respect, feebly performed at best, are at an end.

By the liberality and far-seeing wisdom of Congress, the State became vested under a general law with 90,000 acres of land in trust, the interest accruing from the proceeds thereof to be used for the endowment of one or more schools, wherein the leading subjects to be taught—not excluding classical studies, and including military tactics—should be those branches of learning related to agriculture and the mechanic arts; also by a special law likewise vested with 46,000 acres of other lands for the endowment of a University. The State, faithful to these trusts, in February, 1869, less than two years after its admission into the Union, created the University of Nebraska, and endowed it with the above lands, aggregating 136,000 acres. Of these lands, not an acre of which has been disposed of, some are already, and all will soon become, valuable. And under the wise provision in the new constitution, none of them can be sold for less than \$7 per acre. It is safe therefore to predict in the near future an endowment for our University of at least one million, and very probably one and one-half million dollars—two to three times the present endowment of the University of Michigan.

Additional to this is the University building and grounds, paid for by the proceeds of the sale of lots in Lincoln. Also the Model Farm,

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consisting of 320 acres of land adjacent, the purchase of which, together with all the improvements made thereon, is more than provided for by the disposal of the two sections of land granted by the State for such purpose.

The University has now been open for five years. Its growth, slow indeed, nevertheless has been certain. This is apparent, not alone nor chiefly in the increased attendance, but rather in the higher grade of scholarship of those matriculating; in the constantly accumulating volumes of a small though choice library; in the herbarium, the entomological and geological cabinets, of rare merit; and, above all, in the increasing friendship and interest of all classes of our people for this institution.

The opposition heretofore existing, honestly entertained no doubt, as to its premature establishment, has, by the lapse of time, become obsolete; and all other opposition thereto has become either altogether removed or greatly blunted. In its organization at so early a day, much wisdom is apparent. The means for obtaining the higher education at hand, a thirst therefor is awakened that otherwise would forever slumber. Such an institution is of slow, very slow, growth. There must in its development be a period of infancy. The planting must precede the season of fruitage. The sooner its influence is felt and appreciated by the people, and especially the grade of the common schools is raised by its alumni, the sooner will its development reach proportions of greatest usefulness. It was founded, too, ere the State had become dotted here and there with colleges of a more private nature, narrower in the scope and design of their work, less suited to meet a popular demand, and less amply endowed. Let it not be considered otherwise than well both for the prosperity of this institution and to the cause of true education as well if, by its early founding, the multiplication of these other colleges shall have been prevented. Our University will at no distant day possess the means whereby the youth of the State may acquire the very best culture. It is difficult to see how these others ever can.

If the early establishment of it was wise, the organization of it on so broad a foundation, and the endowment of it in so ample a manner, not only with the lands held in trust, more particularly for the education of the literary classes, but also those held in trust for the industrial classes, was no less so.

In most of the states that have been the recipients of such aid from the general government, one portion of it has been set apart for the

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founding of a university at one place, under one government, while the other portion has been set apart for the founding of an agricultural or industrial college at a different place, under a different government. Such a course must result in developing weaker institutions of learning, in want of harmony and in less economy. And the influence of one of these educations upon the other, so much to be desired, is lost. Pre-eminently in our American life, where every citizen, be he mechanic or farmer even, has not only a duty to perform at the ballot box, but it may be, and frequently is, the still graver duties of making and executing the laws, these two should go together.

Thus early established on a foundation so liberal, so broad, and so strong, after five years of healthy growth, with its endowment unimpaired, and rapidly advancing in value, with the cords of friendship between it, and the people of the State certainly increasing in strength, and with renewed prosperity returning to our State, the University enters upon an auspicious future.

Very early in the history of our government, the more northern states, especially, assumed the task of affording to every child the means whereby to obtain a common school education. The results flowing therefrom were of such priceless value, not alone to the people themselves, but to the strengthening of the foundation of the State and the nation, that the wisest statesmanship dictated that the means whereby to obtain the higher education, as well both literary and industrial, should likewise be provided. And especially did this course seem wise in the newer states, the children of whose early settlers would stand so much in need of this education, ere wealth sufficient should have been accumulated to provide it by private means. Hence the magnificent grants that have been made for this purpose. Instead, therefore, of leaving this higher culture to private enterprise in the way of denominational schools and colleges, the State itself assumes the task.

The motive of the government in making these grants, and of the State in executing the trust at such great expense, is a common one—the education of the people in those things most essential both for themselves and the welfare of the State.

Fidelity to the law making the grant of the greater part of these lands, requires that great attention should be paid to those branches of learning related to agriculture and the mechanic arts, including military tactics, and doubtless military engineering also.

Fidelity to the law making the grant of the lesser part of these lands

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requires that great attention should be devoted to the building up of a university. Though the grant for the endowment of the University is much less than that of the other, yet inasmuch as the law granting the latter declares that classical studies are not excluded, the most desirable adjustment may be made.

Thus, then, by the terms of these two grants substantially carried out in the act establishing the University, we are to have a university composed of an academic and the several professional colleges, and also colleges wherein shall be more particularly taught those branches of learning related to agriculture and the mechanic arts, including military tactics and engineering.

In view of all this it becomes necessary that the store-house of knowledge itself should here be thrown open, and the youth of the State invited to enter, so that while one shall gather the knowledge whereby time and labor are saved to the people by the invention and perfection of useful machines; and another, that whereby pain and suffering, and perchance pestilence are driven from our State; and yet another, that whereby the earth shall be made to bring forth abundantly, and those enemies that destroy the fruits of the husbandman are made harmless, and it may be famine itself kept from our borders, all shall find opportunity here to study in a more general way that vast volume wherein is recorded the thoughts and deeds of the race. To have their love of civil and religious liberty intensified by following the path of liberty from the dawn, sometimes almost defaced through its windings up and down this earth, infested by enemies always, but protected by friends strong and fearless as well; to acquire a love of letters by traversing the fields of literature, often, it is true, choked with noxious weeds, but beautified with flowers whose fragrance is perennial; to better appreciate the fruits of the victories of science by becoming acquainted with the lives and thoughts of those by whom those victories have been won—the best and shortest way to this knowledge so useful, so vital to the State, and withal so enchanting, is here. The endowment is sufficient to make this way broad enough for all, and to provide guides competent, honest, noble in character, enthusiastic in devotion to conduct them thereon. Capacity, honesty, nobility of character, true manhood—these are the qualifications for those holding the several professorial chairs.

Any inquiry concerning the particular shade or kind of their religious belief is not only meddlesome, but mischievous; what matters it by what route they are wending their way to the great hereafter, or

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by what chart, or whether their path thither be illuminated by light from Calvary alone or elsewhere. The University belongs to the people of the whole State irrespective of party or sect, that that knowledge fitting the youth for the responsibilities of living in this world may be acquired. Let the family altar and the church furnish the means for acquiring that other knowledge fitting them, as many think, for the life hereafter. The duty of developing the University to proportions of greatest usefulness devolves upon the Faculty ; this is their field of work ; years of experience and study have fitted them for it. Here, too, is their ambition ; let there be then no short-sighted interference on the part of the Regents ; rather let there be accorded to them the largest measure of freedom.

If, therefore, the work of developing the University depends upon the Faculty, what must be the qualities of head and heart of the Chancellor ? Not president of an academic college simply, nor yet of a university, with the several professional colleges added, but one composed of not only all these, but, in addition, departments wherein all these branches of learning related to agriculture and the mechanic arts, including military tactics and engineering, are to be taught. And this University, not controlled by a sect or a party, but by the people of the whole State, composed of different parties and sects. Though sustained and encouraged by his associates, yet necessarily the care and responsibility of the herculean task of developing it to those proportions, contemplated by both the laws of Congress and those of the State, fall largely upon his shoulders. Such positions, so onerous, however, have been held by some of our greatest Americans, who esteemed them places of much honor.

The author of the Declaration of Independence asked to have engraved on his tomb, not President of the United States, but father of the University of Virginia.

To harmonize the conflicts that may exist, to use the income of the University for the greatest good of the greatest number, and to mould public opinion into still stronger sentiments of interest and friendship for it, is no idle task. He who is fitted for such a position should be enabled to give some of his energy to the work of the class-room, that the relation of teacher to pupil may exist, so that if his scholarly attainments be great, his aims worthy, his ideal lofty, these, in a degree, he may impart to them.

To the end, therefore, that he may make the best use of his time and strength, it becomes necessary that he be relieved, so far as possi-

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ble, from the details of business. Let the notion, that the head of such an institution of learning should forsake the class-room to attend to matters of business, that any business man can manage, be forever discarded. Not so have the college presidents of greatest distinction done.

He who has been selected to fill this place, so difficult, so laden with care and responsibility, so vital to the life and growth of this institution, and withal so honorable, though a stranger here, is no stranger to the work upon which he is about to enter. A successful experience of a quarter of a century in a sister state, gives great assurance that his administration here will not fail. Educators, men of letters, statesmen, and judges most honored, not only of that state but of many others also, have commended him for this work, not only as an educator but as an executive officer, a man of affairs and a patriotic citizen ; and those who have known him in the more private relations of a Christian minister, a neighbor, and a friend, have borne no less emphatic testimony to his integrity, his delicate sense of honor, and his uprightness. We, therefore, to-day present him to Faculty, to students, and to the people, not only of this city, among whom he comes to dwell, but of the whole State as well, and invite their confidence.

And, at the same time, we assure him that for his labors in behalf of true education in the development of this institution, the people of the State will not be slow to show their appreciation, and to reward him not more with their friendship than with their assistance and co-operation.

CHANCELLOR'S ADDRESS.

Mr. President and Gentlemen of the Board of Regents :

Thanking you for the high honor you have done me, and assuring you of my hearty appreciation of the dignity and responsibilities of the office to which you have elected me, I accept the trust, promising you that there shall be at least no lack of devotion, zeal, earnest endeavor, and genuine enthusiasm in the work which lies before me. *Work* I expect it will be, and for this very reason I enjoy the anticipation of it. Had you elected me to a sinecure, with never so ample a salary, I should have obeyed every impulse of my nature, and every prompting of my sense of duty as well, in entirely declining. But work, to be enjoyed or enjoyable, must mean accomplishment. Successful effort is one thing; a fruitless task is quite another. But, assured as I am of your cordial and intelligent co-operation, and of the hearty support of the good people of Nebraska at large, I shall unite with you in the task of building up a University worthy of this great State, with strong faith and high hope—believing that He, without whose benediction all human efforts must fail, approves the undertaking, and will crown it with success.

And that we may prosecute our joint work with the better prospect of full and final success, it may be well to have in the beginning a mutual understanding of the object at which we aim, and the best means of its accomplishment. My discourse for this hour, therefore, will naturally be of university education in general, of the American university in particular, and most especially of the University of Nebraska. Let this be the order of what I shall say.

Universities, you are well aware, are not of American origin. Long before Columbus discovered America, the University at Padua, it is said, enrolled his name upon her list of students. And the institution had already been established for more than two hundred years before he was born. And another university of Northern Italy—that of Bologna—had an annual attendance, we are told, of from ten to thirteen thousand students a hundred years before Columbus was a student at Padua. The university, commonly known as the Academy of Paris, claims the venerable age of more than seven hundred years; that of Oxford to be twenty years older than Paris; and that of Cambridge still forty years the senior of Oxford. Of the existing universities of

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Europe, sixty-five—a large majority of the whole—are over two hundred years old; fifty of them over three hundred years; forty over four hundred years; seventeen over five hundred.

In asking what a university is, therefore, we should naturally look to these long-established institutions across the sea for the answer. But looking thus, we find them to be by no means of a uniform pattern; on the contrary, exceedingly diverse; diverse in their organization—diverse in their courses of study—diverse in their manner of communicating instruction—diverse in the preparation required for entering them—diverse in their government and general administration. In no one respect do they all agree, save in this only, that the term university is used to convey the general idea of an educational institution of the highest order. To illustrate the diversity of which I speak, let me instance a few facts: For example, the noted English universities of Oxford and Cambridge are little else than simple aggregations of separate colleges, located in the same town, and enjoying certain common advantages. At Cambridge there are *seventeen*, and at Oxford *twenty-four* of these independent colleges, each with its own faculty, its own students, its own buildings, its own separate endowments, its own standard of qualifications for admission, and this standard by no means uniform. My impression is that the variation is considerably greater than between any American colleges with which I am acquainted. The separate colleges are well-nigh everything; the university proper, next to nothing. The average income, for illustration, of each of the separate colleges at Oxford is about \$100,000 a year; while that of the university corporation, for corporation purposes, is considerably less than that. These universities, it is evident, secure few of the manifest advantages of division of labor which are realized in the universities of Germany or France, or of the continent generally. In the University of Berlin, for example, there are one hundred and ninety professors, each devoting himself to a certain narrow department of instruction, but doing the work in that department in the most thorough manner possible; while at Oxford there are twenty-four sets of men in the twenty-four colleges, all of whom are doing substantially the same work. Each Latin professor at Oxford, for example, covering a large part of the whole Latin course, while at Berlin one may teach only Cicero, another only Latin epic poetry, another only the lyric poetry, another only Livy, another only Tacitus, and so on to the end—each in his limited department becoming thoroughly its master, and competent to be a teacher of teachers. Hence it is that German scholarship

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has given the world more text-books in the last fifty years than the whole world besides.

If we turn from the universities of Oxford and Cambridge, to the so-called University of London, we find a body of learned men devoted not so much to giving instruction themselves, as to the examination of those whom others have taught, with reference to their fitness for receiving the degrees and honors which they (the university) are empowered to confer. This use of the term university is anomalous and exceptional. I know of no other similar example anywhere to be found.

As to the universities of Ireland and Scotland, some of them correspond more to the general type of those of Germany. But measured by the highest German standard, there is nothing in Great Britain that would be deemed worthy of the name of a university. For the Germans recognize no institution as deserving this name unless it has the faculties of law, medicine (embracing also surgery), theology, and philosophy (this last comprehending both *letters* and *science*).

In France the universities are known as academies, and the complete academy embraces the same faculties as in Germany. Of the same type in general are the universities of Italy.

At Oxford University we will find that admission to some of the colleges is easier than to the freshman class of almost any American college—which is certainly easy enough for even an easier-going people than the English; while in Germany, candidates for admission to any university must bring testimonials of honorable graduation from some gymnasium—the course of study in the gymnasium being about equivalent to that of the average American college.

In Oxford and Cambridge the instruction is chiefly in the way of recitation; in Germany, owing to the higher scholarship and culture required, it is almost solely by lectures. The amount of term time in the year varies from thirty to thirty-six weeks.

In government and general administration there is equal diversity. Some of the European universities constitute a sort of independent municipality of their own—*imperium in imperio*, with their own courts, police, and prisons, for trying and punishing all ordinary offenses committed either by students or faculty—thus giving a peculiar dignity to these institutions. Oxford and Cambridge have each the high honor of being represented by two members of the British Parliament. In some the chancellor, or rector, or by whatever name he is known, is

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elected by the students ; in others, by the faculties ; in others, by the Crown or its ministers.

In well-nigh all the countries of Europe, a faculty of theology is deemed essential to a complete university. In Italy, the theology taught is of the church of Rome. So in France and Austria. In Germany, with four exceptions, it is the Protestant theology of Luther ; the universities of Munich, Wurzburg, Freiburg, and Munster are Roman Catholic. In Greece and Russia it is the theology of the Greek church; in England, that of the Protestant Episcopal; in Scotland, that of the Presbyterian.

And so it is plainly to be seen that beyond the sea, there is no common type corresponding to the word university. Each country has its own.

And in the United States there is equal diversity. Were we called upon to mention the five institutions now in operation that seem to us best to deserve the name—being most fully developed—they would be Harvard University, Yale College, Columbia College, Cornell University, and the University of Michigan, two of them bearing the simple name of colleges. The Johns Hopkins University is not yet under way. When it is, it bids fair to rank with the very highest. Several others occupy a respectable rank but little inferior to these.

To me it seems entirely fitting that university education with us should conform to the type of our own civilization, and be as distinctly American as that civilization itself. But let not this remark be understood to mean too much.

Scientific truth is of no particular clime. It belongs to the race. It is indigenous to every soil. And certainly if it were anywhere to be deemed an exotic, it would not be in a land of intellectual and civil and religious freedom. Where liberty dwells there is pre-eminently its home. Whatever truth may be sought out this side the sea, or beyond, belongs by right to us and to all men. The world's free thought we claim for our own. Every discovery in nature or art—we claim it. No scripture written anywhere, on earth or sky, on rock or Bible leaf, is of private interpretation, or can be made private property. Men do not say, "*My* truth," or "*Your* truth," but "truth." For truth is impersonal and absolute. It is the exclusive possession of no one, and belongs in common to all who are capable of its comprehension or apprehension.

This, then, must be the prime characteristic of the true American university, no less than of the very freest of all the European, that it

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is for the study of all science; for the most liberal learning, and the most generous culture possible. Let the etymology of the word "university" suggest its comprehensive import—embracing the universe as well as we may—all science, all learning, all arts. The ideal university should provide for the highest possible attainments in every department. It is for universal culture, and not simply mental discipline.

For astronomy, it should provide the best facilities, including a first-class observatory. For geology and mineralogy, the amplest cabinets and the ablest instructors. For chemistry in all its branches and departments, as applied to the arts and agriculture, there should be provided every needed facility for making the student proficient both in theory and practice, fitting him in every way to be a teacher of others, and a discoverer of the yet unknown.

In anatomy and physiology, although it may wait long ere it can have such a cabinet as Dr. Wm. Hunter bequeathed to the University of Glasgow—valued at \$700,000—yet it must have the best it can provide for illustrating the marvels of the human body in health and disease.

In zoology, ichthyology, ornithology, entomology—in short in every department of the living world, it must teach and illustrate with every available facility. There may be but one Agassiz allotted to the nineteenth century, as all the centuries before had scarcely so much as one; and there may be but one collection of fishes such as are gathered at Cambridge; and only one such illustrating the feathered tribes as that of the Smithsonian Institute at Washington; yet each university must do its best to provide its students with means of studying the animated creation, such as Cuvier himself scarcely dreamed of. Although its regents may not be able to find any one man who shall be competent "to speak of trees, from the cedar that is in Lebanon, even to the hyssop that springeth out of the wall; and to speak also of beasts and of fowl, and of creeping things and of fishes"—yet it will aim to find divers men who, in these several departments, might easily teach Solomon many things which he never knew. The University of Berlin employs no less than four learned men to cover the ground of the royal professor in the University of Jerusalem in the days when Hiram was King of Tyre. Not one of them alone could at all fill Solomon's chair in natural history; but each one of them, in his own department, could teach the wise man very many things which, in his day, were among the undiscovered.

In botany there must be a cabinet and an ample botanical garden.

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In every branch of science, in short, it is the aim of the university, that fully comprehends the law of its own existence, to provide the best facilities possible for the largest and most exact learning.

In civil engineering and mining, there must be opportunity for those who would prepare themselves to develop the great country with its boundless resources, which a bountiful Providence has committed to our trust. There must be provision for physics in all its departments, with ample illustrative apparatus. Mathematics must be taught from algebra to the *Principia* of Newton, and the *Mechanique Celeste* of La Place, if it be so required.

Logic, rhetoric, history, English literature, principles of civil government, constitutional law, political economy, metaphysics, and ethics, must of course be well provided for. Modern languages—especially the German and the French—must be thoroughly taught. All the nations are sending their thousands of representatives to our shores. And for this reason, as well as because of the rich additions to the world's literature which these two nations are constantly making, ample provision should be made for the most thorough study of these tongues.

But most especially should our own language be thoroughly taught—taught scientifically, so as to bring out all its wealth. Its treasures are vast; its literature varied. And the study of them must not fail to be a characteristic and prominent feature in the curriculum of the American college and university. In the German gymnasium—which opens its doors to the graduates from the common school, for the whole nine years of its full course—from two to three hours' instruction per week is given upon the German language; and then the student goes to the university with the opportunity of still studying the German language and literature an hour a day for years, if he so elect. When such a man as William Pitt, in preparing himself for his future career, goes twice through the folio dictionary of Bailey (the unabridged Webster of that day) studying carefully the history, etymology, and meaning of every word, it suggests to us that very possibly it may be a wise thing for men of less natural capacity to devote some time to the riches of the mother tongue.

But the ancient classical tongues of Greece and Rome must also be amply provided for. In our practical age it is become somewhat a habit to decry the study of the “dead languages” in favor of something else. As if the language of two such nations as Greece and Rome could ever die! As if the tongues of Cæsar and Xenophon, Livy and Thucydides, of Horace and Pindar, of Virgil and Homer, of Cicero and De-

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mosthenes, were not instinct with perpetual life. As if languages which have given us fifteen thousand words of our own vocabulary, were not even more alive—spoken by ninety millions of people to-day—than they were of old, spoken by only thirty millions! I would not make their study compulsory upon all who attend the university, nor would I the study of German or French, but I would give no man or woman the time-honored degree of Bachelor of Arts who had not grappled in a masterly way with these marvelous tongues. For the sake of mental discipline, general culture, thorough acquaintance with the English and the subtle mental philosophy illustrated in all languages, but especially in these, we would retain them in every course of liberal education. In the universities of Germany one may study Latin and Greek or not, just as he chooses; but it must be remembered that in the gymnasium, which precedes the university, Greek is regularly studied seven years and Latin nine, and that this is the required preparation for entering the university at all.

Besides these and various other general studies, the university should provide for the special training demanded by the scientific agriculturist, the artist, the architect, the professional teacher, the lawyer, and the physician. Universal knowledge in the higher departments, and universal culture is to be provided for in the complete university.

And especially in an American university is the education to be practical. Not in the low mercenary sense in which that term “practical” is sometimes used, meaning by it only that which can be turned to some good account in the way of business and the making of money, but in that higher sense which Solomon’s words would suggest: “I wisdom dwell with prudence, and find out knowledge of witty inventions.” We are in this better sense—as well as in the lower sense, I fear also—an eminently practical people. We deal little in abstractions. We want to see a young man, at the end of his university education, able to make something of himself, and to do something to lift up his country and his race to a higher plane of true living. And this is a reasonable demand. Whatever may be said of the value of knowledge for its own sake, it will still remain true that it is more valuable if it can be made to subserve some good end outside of our own gratification and mental growth. And it will also remain true that while there are ten thousand things more to be learned than any one soul can ever compass in this short life, it is wise to select those which we can make most tributary to the world’s good.

For practical use it is well to have tact as well as talent, common

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sense as well as uncommon science. A somewhat cynical but acute English author remarked several years ago of university education in England: "Any one who has gone through the regular course of study in an English university, without being made a fool by it, may consider himself as having had a very narrow escape." If there was ever any ground for such sarcasm in respect to Oxford or Cambridge, we want no ground for it in America. University graduates, who are only "learned dunces"—and some such we have seen from beyond the sea, and beyond the English Channel, too, I think—had better remain foreigners and aliens from the commonwealth of our American Israel. We have little patience with them, and absolutely no appreciation for them. We want that an educated man should be fitted for something, and a little better fitted for it by virtue of his education. And it is not easy to resist the reasonableness of this requirement. I am not disposed to do it. "Knowledge is power," says Lord Bacon. Not that this is an aphorism original with his lordship, for Solomon had long before said: "A wise man is strong; yea, a man of knowledge increaseth strength." But strength that is not available for anything might as well not exist.

Yet let not these words be misunderstood. For we hold that all knowledge is of use to one who knows how to use it. And this knowing how to use it is in part a matter of education, as well as mother wit. And this is what I mean when I say that education must be practical. All full-grown ideas have handles to them, fitting them for human use and convenience.

And American education must provide for making every man a citizen and a sovereign. The study of civil government, of history—which is "philosophy teaching by examples"—of whatever is adapted to make a man a statesman, as much as a scholar, is well-nigh essential in a proper university course under such a government as ours. A university ought scarcely to regard itself as ready to open its doors at all without having made provision for the training and development necessary to true statesmanship. Could I realize my ideal, I would provide for one hour a day during two years, at least, of university life, to be given to the study of American history and constitutional law. What in Russia might be a mere matter of speculative learning, is, in America, a matter of practical necessity. In every form of monarchy the education of the sovereign is always deemed, among civilized nations, a matter of the gravest importance. We must not forget that the sovereign here is in every town, and hamlet, and hovel.

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Not less important than this is the provision which should be made in every American university for the cultivation of oratory. The prejudice that used to be felt against special training in the art of discourse is fast passing away. It ought never to have been felt, and was always utterly without good foundation. For while the world stands, eloquence will hold the royal sceptre over the race. In senate, and parliament, and pulpit, as well as on the platform and stump, eloquent speech will command men. And thorough training may have just as much to do with the highest efficiency in this art of arts as in any other that it were possible to name. "Orators are born, not made," it is said; but it is a mistake; they are both born *and* made. To this day the world turns back to the palmy days of Greece to find the highest models of oratory. And it is well; for they are found there. But they came of a course of special training as rigid as that to which the contestants at the Isthmian games were ever subjected. We shall never have Pericles, Æschines, nor Demosthenes with us again until we shall have gone back to the special, and vigorous, and persistent training that produced these masters in the art of effective speech; and then we shall have them, and have them more abundantly than ever did Greece. There never was such another field for the culture of eloquence as in these American states. For here is the freedom of thought and speech, and here are intelligent people to appreciate, such as can inspire the eloquent tongue. And here the people are the fountain of all power, making rulers and unmaking them; enacting laws and repealing them. And true eloquence is the magic wand which sways them always.

It is an object worthy of high effort to become the master of the art of eloquent discourse. And one can no more expect to rank with Sumner, and Phillips, and Gladstone on the platform, than he could hope to rival Garrick, or Booth, or Jefferson on the stage, without a special training for his work. Men spend months and years in drilling for the stage that they may attain to eminence—that eminence consisting largely in the absence of mannerism, and in doing and saying things with the simplicity of perfect naturalness. The little special drill in elocution which is sometimes given in college, is only enough to reveal itself; and the artificialness that results, sometimes disgusts sensible men with the whole theory. But "*summa ars est artem celare,*" says the Roman poet, "it is the highest art to conceal art." One listens to Wendell Phillips, and is swept by the tide of his eloquence without knowing it, and can scarcely realize that the speaker's

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apparent artlessness is this consummate art of which the poet speaks, and that it is the result of years of discipline and of a lifetime given to the study and practice of oratory.

Thousands fail at the bar, or in the pulpit, who might have succeeded; and thousands more succeed but moderately who might have succeeded eminently, with the advantage of that special culture which I would have the University provide for. At present we have only some general exercises in composition, declamation, and discussion, which all alike, whether preparing to be lawyers, doctors, clergymen, civil engineers, or pharmaceutical chemists, are expected to share in. This may be well. But let us have besides this a special course of thorough training in all that pertains to oratory for those whose avocations are to require it, just as we now have a course to meet the needs of those who are to be practical chemists or civil engineers; and, with such preparation, which would require an hour a day for years, of which elocution would be but the smaller part, there would arise a generation as distinguished for its eloquence as was ever the golden age of Greece.

I have said that the American university, as sustained by the state, is not expected to maintain a theological faculty. And it is entirely fitting that the type of our higher education should correspond in this respect, as in all others, to that of our American civilization. In Europe the theological faculty represents the union of church and state. Here the absence of the theological faculty represents the independence of church and state. According to our system we wisely leave to each church to teach its own theology.

But let not this by any means be understood to imply that an American state university is to be either practically or speculatively, positively or negatively, *Atheistic*. The existence of one personal, ever-living, self-existent First Cause is the central truth of all truth, the foundation fact of all science. Atheism, or pantheism—and in the last analysis the two terms express the same idea: for if every being and thing is but a part of God, as pantheism declares, then there is no God besides the universe—that is, no personal God whatever, no moral governor of the universe; and that is simple atheism, which is the negation of all conceivable science. “The world,” says Emerson, “is saturated with deity and with law”—with deity, because with law, for every law means God. God’s moral government, as well as natural, is a fitting thing to be taught throughout the whole course of American education. Ethics—Christian ethics—belong eminently to the Ameri-

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can university. The idea of right, justice, law, equity, are among the grandest that ever enter into the human thought. The whole edifice of our American civilization rests upon the foundation of the Divine law. We accept the teachings of Blackstone when he declares:

"The will of the Great Creator is called the law of nature. And this law of nature being coeval with mankind, and dictated by God himself, is of course superior in obligation to any other. It is binding over all the globe, in all countries, and at all times; no human laws are of any validity if contrary to this; and such of them as are valid derive all their force and all their authority mediately or immediately from this original."

We can well afford to leave dogmatic and polemic theology to the churches; but we cannot afford to ignore morals, or the foundation of all morals in any system of education—least of all in a system that deserves to be called American. "The fool hath said in his heart—no God." Science is guilty of no such absurdity. "The study of the human eye," somebody has said, "is a cure for Atheism." But in truth the study of anything in a scientific way is equally a cure for that stupendous folly. "The undevout astronomer is mad." And so is every unworshipful student of the heavens, or the earth, or things under the earth, not less mad.

Colleges and universities, then, are not at war with religion because they do not set themselves to teach any particular system of theological dogmas. All truth is God's truth, whether it be written on the stars, or on the rocks—whether it pertain to soul or to body, to mind or matter, to the individual, or the race. Truths know no conflict with each other, no conflict save with falsehood and error. All truth is at one. And so we accept it boldly wherever we may find it, or whencesoever it may come. It is a timid faith that hesitates, through fear of its possible effect on the church or the Bible, to receive any truth, no matter who may be its herald. "*Lacon*" has acutely said, with much sharpness and point, that "He that begins by preferring the Bible to truth, will end by preferring his creed to the Bible, and himself to his creed." We accept the Bible, not in preference to truth, but only because it is truth, and have no fear that any discoveries in science will weaken our faith in it as an inspired book. It has endured already too many tests, gone through too many fires, fought too many battles, and won too many victories. But if it is only by shutting my eyes to the light of science that I can hold fast to my faith in Moses and Matthew, in Jonah and John, my faith, I reckon, is not worth the cost of keeping.

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If ignorance is the mother of devotion, then devotion had better never been born.

But as a Christian man, I claim all truth as mine. No one has any pre-emption right against my patent from the government of the Most High God. And I believe most fully that when infidelity digs deep and roams wide to find objections to religion and the Bible, it is only for Christian scholarship to dig deeper and roam farther to find the answer. The scientific spirit and the spirit of Christianity are in completest harmony ; for they both alike demand of me full and unwavering allegiance to the truth, the whole truth, and nothing but the truth.

We accept most heartily the congratulations of Athens' profoundest thinker when he says : "I give you joy, O sons of men, that truth is altogether wholesome." We believe it. It is the only wholesome diet for the human race. Falsehood is poison to the soul. But to every healthy spirit truth is not only wholesome but pleasant to the taste. And before the days of Plato there had gone forth from the lips of a wiser even than he, the prudent counsel, "Buy the truth, and sell it not; also wisdom, and instruction, and understanding." We believe with *Festus* :

" Truth is perilous never to the true,
Nor wisdom to the wise."

Although in building the great temple of truth, we may not always be able to see how one stone fits to another, yet we may know assuredly that there is not one which has come from the hands of the Great Architect but has its appropriate place, and in due time we shall not fail to discover it. Let us by no means, therefore, spurn any truth, lest upon our heads shall fall the old-time mortification : "The stone which the builders rejected, the same is become the head stone of the corner." You may recall, perhaps, the rabbinic legend, explaining this scripture. It runs thus: At the beginning of the forty years in which the temple was building, one stone of peculiar shape, and many-sided, attracted attention, and provoked derision. And again and again, they made a vain effort to find a place for it. At length they gave it up in despair, and rejected the stone as an evident blunder. But in the progress of years, as one by one every other stone had found its place, and each without the sound of a hammer, and as now the high tower had gone up almost to completion, there remained just one place, unlike any other they had ever seen, which only a stone of many angles could fill ; when, lo, it was discovered that the rejected

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stone exactly filled the niche, and fittingly crowned the summit. The stone which the builders rejected had become the head of the corner.

The parable is a good one, and easy of understanding. Every truth of God has its place in the temple; a place for which His own hands have fashioned it; and let no profane or impatient doubter lay the hammer upon it to mar its proportions, or change its shape; and by and by its fitting place will appear, and becoming honor will be done it. In the name of science and of the God of science, we accept all truth come whence it may, and will patiently wait to find its harmony with other truths in the good time coming. Neither Christian ethics, nor the Christian scriptures, therefore, need be turned out of the American university, because we do not propose to commit the State to any particular dogmatic creed. We can accept gladly the hundred main things in which we agree, without stopping to break a single sword over the dozen lesser things in which we differ.

And so we would have our ideal American university as complete and comprehensive as our civilization itself. We would copy neither the Grecian nor the Roman, the English nor the German, the French nor the Italian pattern; but combining the good things which are found in each, avoiding the evil, and adapting the whole to our national needs, we would have an American university that should correspond in its arrangements to our special wants. We would not seriously object to accepting the two and a quarter millions of annual income which Oxford enjoys. But with it we would vote to reject the dormitory system of Oxford, and to establish one university instead of twenty-four well nigh separate and independent colleges. And thus with the same income we would educate three times as many students three times as well as they do there. But these separate colleges were long ago established, and largely endowed by private munificence, and it is doubtful whether it would be competent to dis-establish and re-establish them upon a different basis. At all events, our conservative English cousins will do nothing of the sort so long as the world stands. We would be glad of the magnificent library of the University of Gottingen and its 500,000 volumes, but we will begin with less.

We would like "right well" a score or two of their learned men at Berlin, but we would not just yet encourage the coming of that professor who, in the winter of 1866 and 1867, spent four hours a week for five months upon the *Persæ* of Æschylus, or that one who spent the same time on the *Miles Gloriosus* of Plautus; or him who dis-

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coursed three hours a week for five months on the grammar of hieroglyphics; or that other who lectured two hours a week for twenty-two weeks on the Koran; or the learned doctor who spent six hours a week for the same time on the theory of analytical functions. Nor are we prepared to give a call to the professor of optics who lectured an hour a day for a hundred days in the University of Vienna on *eyeglasses*—nothing more. We are glad that such facilities can be afforded for the exhaustive study of these and a score of similar subjects by these chiefest of the world's universities; but the time for needing such provision in this country is not yet. When it comes, the provision will be made without a doubt.

We would have the American University as fully adequate to all the demands of our age and country as the very foremost of those across the sea are to their age and country, and embracing every excellence which is found in any of them, and so made up of “every creature's best;” superadding, also, any good thing which none of these possess, if any such we are capable of inventing. One such good thing some American universities have already adopted, in advance of these older institutions beyond the waters, and that is, the admission of all who are properly qualified, without distinction of sex, thus securing a humanizing and refining influence which the universities of Europe, and especially of Germany, greatly need.

And now, with such an ideal as I have sketched, is the attempt to establish a university in Nebraska premature and destined to failure?

I believe it is neither. “*Rome was not built in a day.*” The beginning must come before the end. “The beginning is half of the whole,” is the saying of the old Greek Hesiod, dead two thousand years ago. And if the corresponding English proverb, “Well begun is half done,” be true, we may consider the University of Nebraska as already well under way. You have done well in attaching the Agricultural Department to the State University. Scientific agriculture belongs of right to every university arrangement, especially in a country of which agriculture is so important and general an interest as it is with us. You have, in this respect, shown a wisdom superior to that of most of the states.

You have done well to guard your landed endowment against being squandered as it has been by so many of the states receiving it from the General Government; Michigan is almost the only one that has

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shown equal prudence in the administration of this great trust. You have done well in discarding the dormitory system of Oxford, Cambridge, Harvard, and Yale. Private funds will provide all that will ever be needed in this respect; and you will be able to expend those of the University for instruction and library and cabinets, and other strictly educational facilities. The dormitory system is condemned as unnatural, and rejected as unnecessary. It is an artificial life, inducing habits which will find no place, but always be out of place, in after years. The chief difficulties in college discipline arise in connection with this herding together of a large number of students, unrestrained by the harmonizing influence of the family. You have acted wisely in avoiding all this; and, were it an open question, I should think it worth while to present the argument at some length in favor of the plan which, in common with nearly all the universities of Europe, outside of Oxford and Cambridge, you have seen fit already to adopt.

Michigan University began with dormitories, which they long ago converted to other uses. Cornell University was wise enough to begin right. Harvard and Yale will never build any more; and I should not be surprised to see those already on their grounds abandoned to other uses in this generation. Students, in their course of study, need to feel, in the fullest practicable measure the amenities of home life, and to form just such habits of general deportment as they expect to carry with them into future years. You have done well to open the doors of the University as wide to your daughters as to your sons; and I doubt not that they will, by their scholarship in every department, abundantly justify your wisdom. In truth, I know of no other institution of learning that has made fewer mistakes, in its organization and outset, than the Nebraska University.

"But didn't we begin too soon in establishing such an institution in this new State?" is a question which, I understand, has sometimes been asked. In reply, it may be said, It is too late to ask it now. Were a man of twenty-eight years of age, who had been four years married, to come to you, with anxious looks and tones, to say, "Don't you think I was too young to marry at twenty-four?" you would reply: "My friend, you may as well dismiss that question entirely from your troubled conscience, for you do not propose to go back to bachelorhood, divorce your wife, and disown your children; and, besides, whatever may have been true then, you are old enough now; go on and prosper." And so with you and the University. You do not propose to undo what you have done; and, moreover, whatever may

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have been true a few years ago, things have changed since. Your population is now more than a quarter of a million, and rapidly increasing, and destined to increase for a long time to come.

I have taken some pains to ascertain, in regard to some foreign countries, the ratio of college and university students to the whole population; and as our University includes the regular college course—according to the American and English pattern—this will give us a fair basis of comparison. In Great Britain the number is as one to three thousand of the population. In Italy, as one to twenty-two hundred. In Spain, as one to two thousand. In Belgium, as one to nineteen hundred and fifty. In France, as one to fifteen hundred. In Germany, as one to twelve hundred. According to this last ratio, a population of 250,000 would furnish two hundred and eight college and university students for this State. Even the first would give us eighty-three; this, exclusive of all in the agricultural department, the Latin schools, and preparatory departments throughout the State.

And one would think that in such a country as ours, with all its material wealth and general intelligence and responsibility of citizenship, there would be at least as large a percentage of students seeking for college and university education as in any country in Europe, not excepting Germany; and that would give us two hundred and eight. But allowing us the same percentage as France, and there would be nearly one hundred and seventy for college and professional training in this new state even now. And in a few short years, when the population will be a million, the number would be from seven to eight hundred.

In the New England states the ratio of college and professional students is higher than in any country in Europe, being as one to every thousand of the population, making no account of female colleges and seminaries in this computation. In this ratio Nebraska would soon furnish a very respectable number for its University and its colleges. Besides this, we do well, at least for the present, to provide preparatory instruction. The University should be elastic enough to adapt itself to its surroundings and the needs of the people for whom and among whom it exists. Thus our administration of the trust committed to us will be for the greatest good of the greatest number, and such as to reach the people whom we represent. In progress of time the Latin school department can be dispensed with, as it is now in most of the colleges and universities in New England. Of the seventeen institu-

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tions of this class in the eastern states, only six have at present such a department.

In the Middle States—New York, New Jersey, Pennsylvania, and Delaware—out of the fifty-eight, forty-eight have preparatory departments. In all the other states there are two hundred and seventy-eight, and all of them save ten have such departments, including all in Arkansas, Illinois, Indiana, Iowa, Kansas, Louisiana, Maryland, Minnesota, Mississippi, Missouri, Oregon, South Carolina, Tennessee, Wisconsin, and the District of Columbia. Of the thirty-four colleges in Ohio, one has not—the Cincinnati University. But in such a city as that there are ample opportunities for such preparatory study without any provision being made for it by the university. Of the seven higher institutions in Michigan, the University alone has no such school. But for a time it had several such in different parts of the state, known as “branches of the University.” Of the five colleges and universities in Alabama, all except one have Latin schools. And of the twelve in California, the twelve in Kentucky, and the twelve in Texas, only one in each state is without. So, in doing this preparatory work for the present, we shall find ourselves in plenty of good company.

And the work should be done eminently well. There should be no better preparatory school on the continent than the Latin school of the University of Nebraska. And in general, I would make the literary honors of this University worth having—maintaining such a standard that, if any student thinks he *must* take his college course further east, after preparing here, he can enter Harvard or Yale *pleno velo*. Or if at the end of freshman, sophomore, or junior, he is unwise enough to insist on graduating in New England or New York, he can enter *ad eundem*, not only without conditions; but with many compliments. Indeed, I would so administer the affairs of this University that it shall be understood that it is a strong testimony of thorough scholarship to have a diploma stamped with its great seal. I would love to entice some of their best scholars to come west to graduate, because our parchment is an assurance to all, of accurate learning and thorough culture.

Whatever we do, let us do it in the best possible way—being ambitious to excel in the quality of our work, rather than in the numbers enrolled. And in due time—and no very remote time either—this will give as full classes of those who would have their education mean something, and their diplomas accepted as truthful testimonials. The

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temptation, I know, is to do otherwise. But it is disastrous policy to yield to it, and thus secure a bad notoriety from which it will require a generation to recover.

Let this University be popular, not so much with inferior scholars, as with those of the clearest heads and the highest ability; and thus shall our parchment and corporate seal be a passport to public confidence everywhere.

And be assured that no amount of endowment, no accumulation of books or cabinets alone can secure such confidence.

Much more depends upon the ability of the instructors employed than upon any or all of these. A university does not consist of its buildings, but of its living, learned, talented, magnetic, whole-souled, large-souled professors. Socrates, Plato, and Aristotle had no advantages of university buildings; but each was a university in himself, and drew around him a crowd of enthusiastic students. Sir Wm. Jones tells us that "MEN—high-minded men—constitute the state." And mainly they constitute the university as well. For such men, competent, and scholarly, and manly, and apt to teach, "will not fail to attract students. The University of Jena had its 2,500 pupils once. That was in the days of Fichte, and Schelling, and Hegel; of Schlegel and Schiller; of Paulus and Griesbach. These lights have gone out; lesser luminaries shine faintly in their stead; and with sixty-two professors, and 200,000 volumes in their library, they have only 500 students now. Hegel and Schelling went to Berlin, and the students followed them. For Schleirmacher and Ranke, and Neander, and Encke, and Muller, and Humboldt, and Ehrenberg were there also.

Munich is no mean city for a great school—"the Iser rolling rapidly" through it, as when the poet sang: "On Linden when the sun was low." But Dollinger and Baron Liebig have been worth more to its university than its river scenery, and palace, and royal library, and galleries of art, and its beautiful statuary, and its bronze foundry. Brussels and Zurich and Berne are more enchanting locations by far than Munich or Berlin; but students want men—not mountains—for university attraction. And the university must have them, if it is to succeed, and if the men can be found. Books and cabinets are well; but they are no adequate substitute for living teachers, that inspire with love of wisdom, and truth, and nobleness, and manly virtue.

And this University must be recognized as belonging to, and in the interest of the whole people of the State. It must be felt that the

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common school itself does not any more belong to the people than does this University. There is sometimes a notion that there is an antagonism between common schools on the one hand, and colleges and universities on the other hand; that the former are for the poor and lowly—for everybody: the latter for the rich and high—the favored few. There never was a greater mistake.

There is no aristocracy of brains. The greatest levelers of society—always leveling upwards—that were ever dreamed of, are these same universities; in which oftentimes the sons of poverty take all the prizes and all the honors, and leave the sons of the blooded aristocrats and merchant princes with the bare possession of a parchment, even if *ex gratia* they got so much as that. Here, if nowhere else, the rich and the poor meet together; and brain and vigor and industry win. If the rich can possibly afford to be without education, the poor certainly cannot. The sons of the mechanic, and ploughman, and digger of ditches will come here to receive the culture which will lift them to the governor's chair, or judge's bench, or send them to the national capitol, or fit them by tongue or pen to be the instructors of their race. It will be an interesting thing one of these days when this University has rounded out its faculty by a score of able men, to have them compare notes, and find out, as they probably would, that nine out of ten of them were born in poverty. Let the people of Nebraska, then, know that this is their University; and let them contribute joyfully of their substance to make it an honor to the State. For its eminent success will add even to the material wealth of every county in it. It has been said that Michigan University and her other colleges have added ten per cent. to the market value of every acre of her land. I do not doubt it. And if so, it is ten times as much as these institutions have ever cost. Contributions to this University will be a better paying investment than even the stock in railroads and banks. Let it have, then, a generous support. “For there is that scattereth, and yet increaseth; there is that withholdeth more than is meet, but it tendeth to poverty.”

To the people of this city it should be a special care to foster this institution, which in various ways will prove of more worth to them in dollars and cents than even the state buildings, the value of which I by no means underrate. And yet I have noticed that the University of Michigan has contributed more to the growth of Ann Arbor in the last ten years, than the state capital has to Lansing. And I think it will for the coming ten. Wealthy men, and those not so wealthy, will

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do well to make the University the beneficiary of generous contributions that may add to its buildings, its apparatus, its library, and its cabinets. Many of you will live to see the day when library and cabinets, now justly deemed respectable, will have out-grown their present dimensions, as a premium Cochin China fowl has outgrown the egg from which he was hatched a year ago. But unlike the Cochin China, which has reached its maturity, they will continue still to grow, and with even more rapid strides. Were I gifted with prophetic vision so that I could describe to you the University of Nebraska as it will be in the month of June, 1900, the prophecy would be rejected as the dream of a dreamer, and the prophet condemned as a builder of castles in the air.

Be it so; but remember, please, that no castle ever stood firm on the rock—a thing of reality, till it had first floated in the air, as the mere creature of somebody's brain.

But all this faith and hope respecting the future will require hard work, and some patience, for their complete fulfillment. The people of Nebraska are ready, I trust, to join us in the work, and not unprepared for the patient waiting. Whether, with one man in office or another, the University is to go forward to a grand success; but "he that would have a cake out of the wheat," says Pandarus in Shakespeare, "must tarry the grinding." Aye, and when farther questioned, he adds, "The bolting and the leavening, and the heating of the oven, and the baking, and the cooling of the bread, lest the eater should be burned." "Learn to labor and to wait" is the perpetual psalm of life. If in two years' time you have an addition of one hundred students, the same rate of progress will give you twelve hundred and more in twenty years; and only one in each hundred of our colleges and universities has known as good success as that will be. The best architecture is that which builds well from the foundation up—builds against wind, and storm, and flood.

Let us so build here. "Pay as you go!" was one of the ringing sentences of a speech of John Randolph in the United States Senate, just fifty years ago—four of the shortest words in the language, but they deserve the immortality which they are sure to have. I wish we had \$50,000 a year to begin with in this University; but let us get it before we use it. That we could easily use it, and most wisely, a few facts will clearly show.

I have already mentioned five institutions, of the highest grade, now in successful operation in this country. The following is a statement of

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their income for the year 1874; the figures for 1875 I have not been able to obtain—probably they were larger than those of the year preceding:

Michigan University	\$ 86,776
Yale College	98,793
Cornell University	135,224
Harvard University	183,044
Columbia College	209,216

And if I may mention the income of several other prominent institutions :

Cincinnati University had	\$ 68,598
Princeton College "	66,200
Brown University "	64,479
Wisconsin University "	60,192
Union College "	59,894

It is an easy thing to use a large sum of money without wasting a dollar of it in carrying on a university ; and it is a very easy thing to expend money that doesn't belong to us, and so plunge into debt that becomes embarrassing and ruinous, and the old saying of Virgil applies : *Facilis descensus Averni, sed revocare gradum, superasque evadere ad auras, hoc opus, hic labor est.*

"Avernus' gates are open night and day,
Smooth the descent and easy is the way ;
But to return to Heaven's pure light again,
This is a work of labor and of pain."

We don't want the laborious and painful work of paying old debts to do—no man ever wants to do that twice—so let us maintain against all temptation the policy of Randolph's terse Anglo-Saxon monosyllables, and PAY AS WE GO. It is sometimes best to "make haste slowly." "*Festina lente*" was the motto, I believe, of Cæsar Augustus. "*Ohne Hast, aber ohne Rast*"—"without haste, but without rest," is an inscription worthy to be written in gold. It was the legend engraven on Goethe's ring. Constant work, but no worry and no hurry, wins success.

I have detained you long enough with these words ; you will take them at their worth, be they wise or otherwise. With all other educational institutions in the State, of whatever degree, I anticipate only pleasant relationships. To each of them it is in my heart to say, "Let there be no strife I pray thee, for we are brethren."

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Nor do I see any room for collision anywhere. With Regents and Faculty, and students and citizens, there is but a common and joint interest in this work; the good of one is the good of all. University and city and state are identified in the enterprise before us. With the Faculty the Chancellor is but "*primus inter pares*," and not at all "*magnus inter parvos*;" and between students and Faculty there is no antagonism of interest, and should be none of feeling.

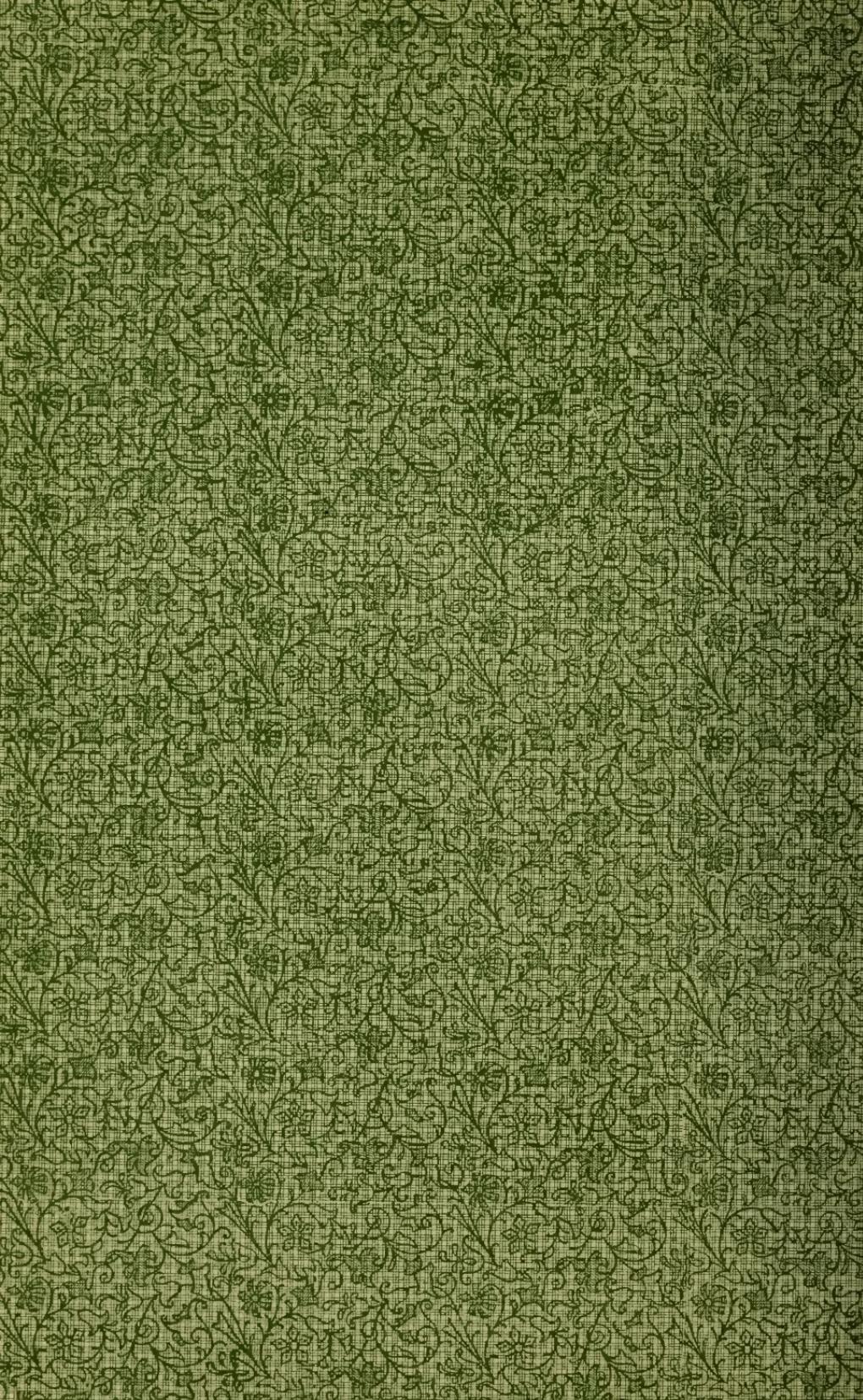
So pleasantly and so constantly for twenty-five years has my association been with young men, that I sometimes forget that I am not one of them. I see the gray hairs coming thicker and faster, and know by the family record that I am fifty and past; but for the most part I feel quite as boyish as when I took my diploma from the hands of the president, but somehow by no means so learned as I did then. Alas! that with an increasing series of years against us in the book of time, there should come also a decreasing series of our self-conscious knowledges! But so it is, and it cannot be helped; for the higher the mountain one climbs, if only the sky be clear, the wider one's range of vision, and the more microscopic one's little self becomes.

Enjoy your self-congratulations over your past attainments, my young friends, while you can. This is not long for you, if you continue to make attainments worth achieving. But while, as the years increase, you will enjoy much less the self-consciousness of knowing a good deal, you will enjoy more and more the visions of truth and beauty and God that shall be given you. It will be our joy to go with you, as far as we may, through the vast temple of truth, which is but the temple of God—studying with you the wonders of its architecture, the majesty of its columns, the beauty of its finish, enchanted by the celestial light that shines everywhere through its marvellous windows, looking forward ever—for man's conscious immortality forbids that we should live only for the hour—to the coming day, when there shall be opened to us the golden gates of that vaster temple whose light is neither sun nor moon nor stars, but whose wide expanse is flooded with the glory of the Eternal.

My greeting to-day is to Regents, Faculty, students, citizens—co-workers all in the great undertaking of building up a university worthy of our age, worthy of our country, and worthy of ourselves.

NOTE.—It will be seen that in this address I have said but little of the industrial departments of the University. And for the reason that I thought them worthy of a fuller discussion than the time allowed. Early opportunity will be taken for presenting this subject somewhat at large.

E. B. F.





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